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ABSTRACT

The Integrated Literacy and Automotive Skills Program for Youth (ILASPY) was designed to enable 30 young unemployed adults to make the transition from school to the work world. The project provided a combination of literacy skills, direct work experience, and formal training to prepare young adults to enter the field of automotive repairs. It also developed a model of training which could be used as a guide in establishing similar job training programs. The 10-month program was divided into 3 phases: 4 weeks of core modular classroom training, 34 weeks of on-the-job training and classroom instruction, and 3 weeks of intensive classroom review. Youth who desired to participate were required to make application in person, fill out application forms, and schedule an interview. The project itself was developed, field tested, and then conducted at the Faculty of Education, University of Manitoba, with participating automotive establishments in Winnipeg. Of the 39 trainees (30 original and 9 replacement trainees), 22 trainees completed the program. Most participants not only became employed but also demonstrated growth in such areas as reading ability. (Appendixes, amounting to approximately one-half of the report, consist of sample materials used in the project, including tests, forms, curriculum outline and objectives, correspondence, and certificates. Twenty-five references are provided.) (YLB)

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THE INTEGRATED LITERACY AND AUTOMOTIVE SKILLS PROGRAM FOR YOUTH
(ILASPY)

Final Report

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December 1987

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ABSTRACT

Project Integrated Literacy and Automotive Skills Program for Youth (ILASPY) was designed to (1) enable thirty young unemployed adults to make the transition from school to the work world; (2) provide a combination of literacy skills, direct work experience and formal training in order to better prepare the young adults to enter the field of automotive repairs; and (3) develop a model of training which could be used as a guide in establishing similar job training programs.

ILASPY was developed, field tested and then conducted at the Faculty of Education, University of Manitoba with participating automotive establishments in the City of Winnipeg. As a consequence of participating in the 11 month training program, most of the participants not only became employed but also demonstrated growth in such areas as reading ability.

This report documents the program in some detail including resource information.

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INTRODUCTION

The purpose of this report is to provide an overview of the activities and the progress that was made in the one year Integrated Literacy and Automotive Skills Program for Youth (ILASPY). In addition, the developed resource material and guidelines may assist educational investigators who are interested in developing and/or implementing such an occupational training program for young unemployed adults. The activities and guidelines described here are the result of actual field experience secured through the training, placement, supervision, and assessment of participants involved in automotive job assignments.

Need for Training

Our country does not provide tangible training and work experience for over half our young adults--those who decide not to go to college or university or enroll in a formal apprenticeship program. It has frequently been pointed out that we fail to properly train young people for the labour market and that we have not developed systems for facilitating the transition from school to work. "Between the world of work and the world of schooling there stands not a gap but a chasm" (Hall & Carlton, 1977, p. 40).

This failure is visible in many ways. A recent census shows that one-fifth of the Canadian adult population has less than grade nine education, yet the tendency has been for the post-secondary system to serve as the major vehicle for career preparation (Buckland, 1985). The problem is most acute for those who have not completed secondary school. The unemployment rate for this group approaches thirty percent (MacDonald, 1985). Fifteen to twenty-four year olds face a 16.2 percent unemployment rate, compared to a 10.5 percent for all Canadians (Maynard, 1985). In Newfoundland, the hardest-hit province, 34.1 percent of youth cannot find jobs (Maynard, 1985). Even in prosperous years, youth unemployment rates are high: in 1983, approximately 270,000 young Canadians, 17 to 21 years of age, were out of school and unemployed.

Youth employment problems of this magnitude cannot be ignored. They are closely linked to the immediate loss of economic productivity, less than optimum human resource development (through the training that would accompany employment), and a variety of social pathologies (crime, drug abuse) (Copa, 1984).

Young adults are unable to participate in the economic mainstream to the extent they desire. Many of these people are a burden only to the extent they have been denied the opportuniity to participate in and to contribute to society. In the School-to-Work Study (Ontario Teachers' Federation 1979), interviews of graduates and dropouts revealed that most of the jobs held by these students had low status and offered limited futures, and that graduates had little advantage over dropouts in terms of job status, wages, or holding a job. These young people may only lack the skills or knowledge that are needed to seek further training or productive employment.

Therefore, skills beyond the technical expertise required to do the job are essential. As The Problem of Social Competencies (Rowen, 1979) points out:

> a great many students entering the work world are denied jobs on the basis of a process they can neither understand nor control. This process includes the employment interview, the success of which depends on presentational skills and social competencies that some youth do not learn at home or at school.
> (Ontario Teachers" Federation, 1973, p.15).

A survey designed to determine the perceptions of industry (Junge, Daniels, & Karmos, 1984), produced a list of characteristics associated with successful employment. These skills include a good attitude to work, a willingness to adapt and to learn, getting along with others, neat and appropriate appearance, promptness and infrequent absence from work, familiarity with a computer, and good communication skills--oral, written, and listening. Consequently, technical skills, attitudes, work habits and literacy are all important priorities for employment.

The public education system, beleaguered by steadily increasing costs (taxes, capital expenditures, staff) and population shifts cannot afford to expand or to address immediate concerns in the various sectors of our economy. Education in Peel Secondary Schools reports that:

> the school system did not adequately prepare young people for the workplace. This preparation was lacking in the technical skills needed as well as the psychological preparation that left the students, in many cases, unable to keep a job once they found themselves in the workplace.
> (Fraser, 1979, p.16)

Programs that are available in schools "do not give students a realistic picture of conditions and opportunities in industry" (Ontario Teachers' Federation, 1983, p.11).

Several training efforts have been quite successful, but institutions (secondary, post-secondary and private) are unable to meet the constant demand of skilled workers. This is due partly to lack of facilities, limited enrollments and/or accessibility. Another reason is given in the report, In Short Supply: Jobs and Skills in the 1980's:

> underlying Canada's poor record regarding apprenticeship and other forms of vocational training is a socio-cultural perspective that glorifies professional, white-collar careers and places less value on blue-collar occupations... This strong societal preference, reinforced through a heavily subsidized and academically oriented school system, has made trades and crafts an unlikely training choice for young Canadians.
> (Economic Council of Canada, 1982, p.44)

There is a need to provide alternative on-the-job training programs geared to serving the needs of our service industry, and one that will readily accept inexperienced young people.

The Cooperative Education concept which links educational institutions and the private sector as conceived during the Minister's consultations on training, has been identified as one of the most effective methods of preparing young adults to enter the labour market. A component of this concept, is the Entry Program (Job Entry, p.22). This component focuses on young men and women who are unemployed and face problems in gaining experience, skills, and knowledge for successful entry into the workplace.

> During the Minister's consultation on training, a combination of direct work experience and formal training was consistently proposed as the most effective means of helping unemployed young people make a successful transition from school to work.
> (Job Entry, p.22)

In response to the above concerns, the principal investigators conducted in 1985 a preliminary automotive training program entitled the Youth Training Option (referred to as YTO throughout this document). The program proved to be a creative vehicle, providing Manitoba unemployed youth with the skills knowledge and work experience that employers demand. However, the program was found to need refinement; a certain number of constraints were identified and recommendations were articulated. For this reason the researchers decided that a 1985-86 revised training program, Integrated Literacy and Automotive Skills Program for Youth (ILASPY) should be conducted and validated prior to dissemination.

Purpose and Goals

The purpose of ILASPY was to enable thirty young unemployed adults to make the transition from school to the work world. To accomplish this purpose two essential elements were considered. First, the project was designed to provide a combination of direct work experiences and formal training in order to better prepare a group of youth to enter the labour force, specifically in the field of automotive repairs. Second, the project was designed to develop a model of training which could be used as a guide in developing other job training programs.

The specific goals of the project were:

1. to provide, for young adults, the on-the-job training that is needed to acquire employment in the automotive domain;
2. to provide opportunities to realistically study career avenues and to prepare for employment in automotive repairs;
3. to provide opportunities to work independently or as a member of an on-the-job team;
4. to allow trainees to complete the Power Mechanics 101 Correspondence Course, Education Manitoba, resulting in a high school credit;
5. to prepare the trainees for the Department of Labour Level I Apprenticeship Exam in Auto Mechanics;

6. to provide opportunities to enhance on-the-job life and communication skills. This included:
   a) listening/speaking (interviews, telephone skills, customer relations, taking direction)
   b) reading/writing (forms, reports, bills, job search techniques)
   c) computation (handling of cash, measurement, work orders)

7. to prepare the trainees for competency in the use and interpretation of various forms and devices of modern communication (telephone, computer);

8. to enhance the young adults' self-image;

9. to offer the opportunity for University of Manitoba, Faculty of Education personnel to revise and validate the ILASPY program;

10. to prepare materials, papers, and/or presentations provincially, nationally, and internationally on the ILASPY program.

PRELIMINARY PLANNING

Preliminary planning was the first concern in designing the ILASPY training program. This mainly involved the principal investigators and the managing coordinator. Various other project personnel; trainers, supervisors, training place hosts, contributed to the specific planning in areas with which they were directly affected.

Once the project purpose had been translated into its ten main goals, the decision of feasibility was addressed. At this time the principal investigators explored several concerns, such as:

1. Are suitable persons available to instruct and supervise as well as to do research, and are appropriate training place hosts willing to provide on-site training and work experience?
2. To what extent do the training elements designated by the Entry: Guide to Proposal Development translate to the area of a literacy automotive integrated program?
3. Are appropriate materials needed to deliver the course content?
4. What type of facilities are required and are they available?
5. Are the resources, films, videos, computers, and workshop personnel available for the required time frame?
6. What are the characteristics and needs of the potential trainees and can those characteristics and needs be met through this type of program?
7. What funds are available for implementing the program and does this match the projected need?

After studying each of these factors, it was determined that the training program could be delivered. A managing coordinator was assigned to join the principal investigators in overseeing the detailed planning and implementation of the proposed endeavour.

Staffing

In addition to the managing coordinator, five part time staff were hired to prepare necessary instructional resources, to teach, tutor and train the trainees, to supervise host site training, and to evaluate trainee progress. The project was staffed primarily by University of Manitoba, Faculty of Education graduate students who were certified academic and vocational education teachers.

The managing coordinator was responsible for the daily planning, implementation, and coordination of the training program. Several areas required initial attention and preparation:

a) time frame
b) instructional/training plan
c) behavioural objectives
d) choice and preparation of instructional materials
e) selection of training staff
f) selection of host-sites
g) policy decisions regarding:
  - trainee selection
  - attendance
  - supervision at host sites

- transferring host sites
- withdrawal from program

h) evaluation measures

Throughout the program it was the coordinator's responsibility to efficiently manage the ILASPY project and report on a regular basis to the two program directors--principal investigators.

OVERVIEW OF OPERATIONAL PRACTICES

The Training Plan

The program ran for ten months, from October 7, 1985 to July 25, 1986. The training plan was divided into three phases: four weeks of core modular classroom training, thirty-four weeks of on-the-job training and classroom instruction, and three weeks of intensive classroom review (Figure 1). In addition, a month of preparation preceeded the program start date--September: Advanced planning; Staff Selection; Trainee Selection; and Host Site Selection.

Figure 1. INSTRUCTIONAL TRAINING PLAN TIME FRAME.

Phase 1	Phase 2	Phase 3
Oct. 7, 1985 to Nov. 1, 1985	Nov. 4, 1985 to July 4, 1986	July 7,1986 to July 25,1986
Classroom Instruction	Classes:Wednesday On-the-Job Training: Mon.,Tues.,Thurs.,Fri	Intensive Classroom Review
Module I. Module II. Module III. Module IV. 1.& 2. Module V Module VI. 1.- 5.	Module III. cont'd Module IV. 3. - 5. Module V. cont'd Module VI.	Module I. Module II. Module III. Module V. Module VI.

Instructional/Training Plan

Decisions regarding the areas of instruction and skill training affected all other facets of program preparation. For that reason this factor required careful and early consideration.

The ILASPY project divided the instructional topics into modules. These included: the six training elements required by the Federal Government (Entry: Guide to Proposal Development, pp. 6-9), the trade specific topic requirements for the Level 1 Apprenticeship (Appendix A), and the identified critical literacy and study skills needs.

Because the theoretical aspects and their application in the field were intimately interwoven, all of the topics were integrated into six main modules.

I. Orientation and Assessment

II. Job Search and Identification Skills

III. Learning, Thinking, and Communication Skills

IV. General Life and Work Skills
    1. Workplace Support Systems
    2. Ethical Behaviour
    3. Technology in the Workplace
    4. Computer Orientation
    5. Budget Planning and Income Tax

V. Occupational Skills
    1. Workplace Adjustment Skills
    2. Workplace Systems
    3. Safety in the Workplace

VI. Specific Occupational Skills
    1. Introduction: Clothing, Tools
    2. Business Organization, Records and Shop Management Procedures

3. Light Service Repair
4. Chassis Theory and Service
    A. Suspension Systems
    B. Wheels and Tires
    C. Brake Systems
5. Drive Train and Service
6. Engine Design and Operation
7. Fuel Systems
8. Electrical Systems
9. Mathematics and Science

General objectives were written for each module and specific learning objectives were stated for each component (Appendix B). In addition, teaching materials were prepared to reflect both the automotive field and Canadian content.

It was necessary to schedule the modules into the designated phases (Figure 1).

PHASE I. four weeks of intensive in-class preparation sessions to develop literacy and life skills including skills of communication (listening, speaking, reading and writing); job application procedures; interviewing techniques; applied mathematics; basic work adjustment skills; and an introduction to work safety and automotive mechanical skills (Figure 2);

PHASE II. thirty-four weeks of on-the-job training at an assigned automotive business (four days a week coupled with classroom instruction in literacy/study skills and automotive mechanical skills each Wednesday).

9:00 - 9:15 21/10/85 Week Introduction 9:15 - 10:45 Module 2.2: Job Search 11:00 - 12:30 Applied Math	9:00 - 10:00 22/10/85 Math Lab - Applied 10:15 - 11:30 Module 2.2: Job Search 11:30 - 12:30 Applied Math	9:00 - 11:00 23/10/85 11:10 - 12:30 Module 2.2: Job Search	9:00 - 10:00 24/10/85 Literacy Testing 10:00 - 11:00 Job Search 11:00 - 12:30 Applied Math	9:00 - 10:30 25/10/85 Module 2.2: Job Search 10:30 - 12:30 Power Mechanics
1:00 - 3:30 Power Mechanics Communication Thinking Skills Learning Skills Log Books	1:00 - 3:30 Power Mechanics Communication Thinking Skills Learning Skills Log Books	1:00 - 2:15 Module 5.1, 5.3: Work Adjustment Skills Safety in Workplace 2:30 - 3:30 Applied Math (Bus.) Log Books	1:00 - 3:30 Power Mechanics Communication Thinking Skills Learning Skills Log Books	1:00 - 3:00 Module 5.1, 5.3: Workplace Adjustment Skills Safety in Workplace Log Books
9:00 - 10:45 28/10/85 11:00 - 12:30 Module 3.3, 3.4: Getting Along at Work/Communication	9:00 - 9:45 29/10/85 Module 3.4: Getting Along at Work/Work Relations 10:00 - 12:00 Employer Expectations Guest Speaker	9:00 - 10:30 30/10/85 Module 2.2: Job Search 10:30 - 12:30 Power Mech. 101	9:00 - 10:30 31/10/85 Module 5.1: Workplace Adjustment Skills 10:30 - 12:00 Module 2.2: Job Search	9:00 - 11:00 1/11/85 Power Mech. 101 Communication Skills Literacy/Study Skills Learning Skills Thinking Skills 11:00 - Math Applied (Bus.)
1:00 - Module 5.3: Safety in Workplace Log Books	1:00 - 3:30 Power Mech. 101 Communication Skills Literacy/Study Skills Learning Skills Thinking Skills Log Books	1:00 - 3:30 Module 3.4, 4.2: Getting Along at Work Ethical Behaviour Log Books	1:00 - 3:30 Power Mech. 101 Communication Skills Literacy/Study Skills Learning Skills Thinking Skills Log Books	1:00 - 3:00 Module 4.1: Workplace Support Systems Log Books

Figure 2: PHASE I: CALENDAR SCHEDULE
OCTOBER 7 TO NOVEMBER 1, 1986

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 - 9:10 7/10/85 Attendance/Binders 9:10 - 9:30 Math 10:30 - 11:00 Program Orientation 11:00 - 12:30 Module 1.2: Self Assessment	9:00 - 10:00 8/10/85 Module 2.1: Job Identification 10:15 - 11:30 11:30 - 12:30 Math Lab	9:00 - 10:30 9/10/85 Math 10:30 - 12:30 Module 2.1: Job Identification	9:00 - 10:00 10/10/85 Module 2.1: Job Identification 10:10 - 11:15 Math Lab 11:15 - 11:30 Tour Prep.	9:00 - 10:30 11/10/85 Math 10:40 - 12:30 General Job Skills
1:00 - 3:30 Correspondence Course - Power Mech. Literacy Testing Module 3.3: Communicat Log Books	1:00 - 3:30 Power Mech. Module 3.1: Learning Skills Study Skills Log Books	1:30 - 3:30 Power Mech. Module 3.1: Learning Skills Study Skills Log Books	1:00 - 3:30 Module 2.1; 3.1; 3.1: Library Tour & Assignments Log Books	1:00 - 3:30 Power Mech. Module 3.1: Learning Skills Study Skills Log Books
14/10/85	9:00 - 10:00 15/10/85 Math Lab 10:00 - 12:00 Module 5.3: Safety - Drug & Alcohol Log Books	9:00 - 10:00 16/10/85 Math Lab 10:00 - 12:00 Module 5.3: Safety - Drug & Alcohol Log Books	9:00 - 10:00 17/10/85 Math Lab 10:00 - 12:00 Module 5.3: Safety - Drug & Alcohol	9:00 - 10:00 18/10/85 Math Ability Testing 10:45 - 12:30 Module 2.2: Job Search
	1:00 - 3:30 Power Mechanics 101 Literacy/Study Skills Learning Skills Thinking Skills Log Books	1:00 - 3:30 Power Mechanics 101 Literacy/Study Skills Learning Skills Thinking Skills Log Books	1:00 - 1:45 Module 2.2: Job Search 2:00 - 3:30 Power Mech. Study Skills Thinking Skills Log Books	1:00 - 3:30 Power Mechanics Communication Literacy/Study Skill Learning Skills Log Books

Figure 2 (cont'd): PHASE I: CALENDAR SCHEDULE

OCTOBER 7 TO NOVEMBER 1, 1986

Wednesday was chosen as the classroom day in phase two in order to minimize absenteeism which, in the YTO program (pilot program), had been greater when the classroom day was Monday. Further, the host site employers were able to reinforce the importance of attending classes on Tuesday and then again on Thursday when the trainees returned to work, making it quite clear that they expected the trainees to learn the theory related to the host site job tasks.

PHASE III. three weeks of intensive review of the automechanic theory in preparation for the Power Mechanic 101 Correspondence Course and the Level 1 Apprenticeship Exam. In addition, resumes, application letters and interviewing techniques were reviewed and updated in preparation for employment.

To give some indication of the content of the modules, certain topics have been selected and are described below.

Literacy Skills

The learning skills, those reading, writing and listening skills required for studying course materials and likely to be required in the workplace, were identified as literacy skills. Included were the ability to identify and extract information (notes, outlines, diagrams, flowcharts) and the ability to utilize study skills in preparation for exams. Instruction and reinforcement of these skills were integrated with the instruction of the other modules.

In order to realistically meet the needs of the trainees in the literacy skills area, the reading levels of the trainees had to be determined. The Metropolitan Reading Survey, Form JS, Advanced Level 1 and a Cloze Test created by the training staff (Appendix C) indicated that the reading achievement scores of the trainees fell into three ranges: grade 6-8, 9-10, and 11+. Approximately one third of the scores were in each of these ranges.

Since the available instructional materials were written at a minimum grade eight readability level according to Fry's formula (1967), direct attention was given to the learning skills and their integration with the mechanic fundamentals.

English as a Second Language (ESL)

Six trainees had difficulty reading the text, understanding instruction and studying for and taking tests, because English was not their first language. For these trainees, twenty additional hours of instruction in English as a second language was provided. This instruction was centered around the textbook, Auto Mechanics Fundamentals (Stockel & Stockel, 1982) with the purpose of making the instruction more meaningful.

Communication Skills

The general objective of this module was to develop in the trainee a level of communication skills appropriate to meet the demands of the workplace. These included written communication (interpretation of written requests, completion of a variety of forms such as bills and work orders, and ability to take concise notes from both verbal and written stimuli) and oral communication (the ability to speak audibly, to give good verbal explanations, and to listen). Once again where possible, the teaching of the communication skills was integrated with the presentation of other modules.

To reinforce the business communication skills presented in the classroom, the trainees attended a Manitoba Telephone System Business Seminar entitled "How To Lose Your Best Customer". The half day seminar included such topics as service attitude, courtesy, tone of speech, placing and answering telephone calls and appropriate responses to work situations.

Another aspect of the communication skills was familiarizing the trainees with possible work related problems and appropriate ways of handling them. This was accomplished through role play, group discussion, presentations and films.

Power Mechanics 101 Correspondence Course

All trainees were registered for Power Mechanics 101, through the Education Manitoba Correspondence Branch. Guided study of this high school correspondence course provided a means to present the literacy skills (Module 3: Learning, Thinking, and Communication Skills) while presenting basic auto mechanic knowledge. The tests for each of the eight sections were useful tools for developing test awareness and self-confidence for the final Power Mechanics 101 and the Level 1 Apprenticeship exams.

Applied Math

The mathematics program was designed to provide students with the essential skills to enter any of the many career opportunities available in the automotive field. Basic skills instruction needs were determined by the Mathematics Placement Test, the Califormia Achievement Test in Mathematics Level 19 Form C, and daily performance in module objectives were incorporated into the computer section. Trainees familiarized themselves with several softwares: (1) information related to model/type of vehicle; (2) payroll programmes; and (3) Appleworks (word processing, data base and spread sheet programmes).

Workplace Safety

Workplace Safety was of prime importance. Safety practices for the automotive field were constantly stressed during the classroom instruction and were reinforced at the workplace. All trainees were provided with safety equipment such as boots, coveralls, gloves, and goggles.

In addition, all trainees attended a one-day St. John's Ambulance First Aid Course and an Alcohol and Drug Seminar presented by the Alcohol and Drug Foundation.

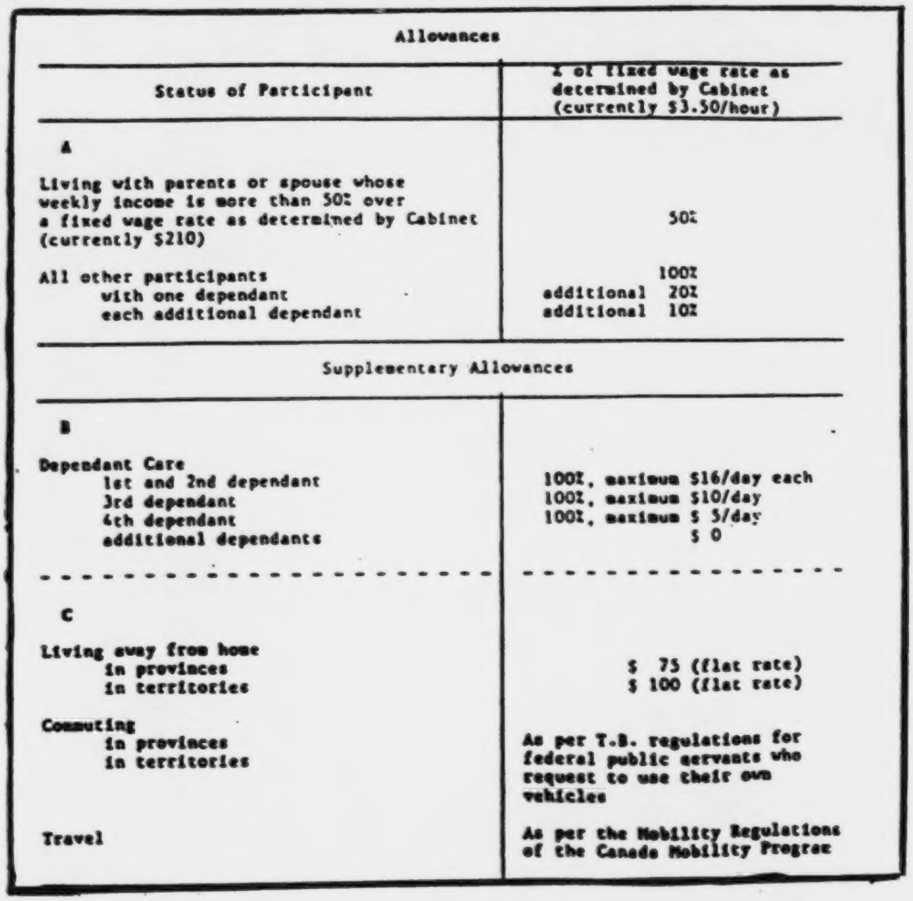
Incentives

Participation incentives were provided in two categories: a stipend and equipment.

Stipends

The trainees received either an allowance or, if eligible, Unemployment Insurance (U.I.) benefits whichever was greater. The allowance (Figure 3) was determined by multiplying the work week of thirty-five hours by a fixed wage rate ($3.50) as determined by the Cabinet and then multiplying by a percentage which depended on the trainee's status (1985, Employment and Immigration Canada: Entry: Guide to Proposal Development).

Figure 3. ALLOWANCES: SET BY JOB STRATEGIES--ENTRY



Allowances

Status of Participant	% of fixed wage rate as determined by Cabinet (currently $3.50/hour)
A	
Living with parents or spouse whose weekly income is more than 50% over a fixed wage rate as determined by Cabinet (currently $210)	50%
All other participants	100%
with one dependant	additional 20%
each additional dependant	additional 10%
Supplementary Allowances	
B	
Dependant Care	
1st and 2nd dependant	100%, maximum $16/day each
3rd dependant	100%, maximum $10/day
4th dependant	100%, maximum $ 5/day
additional dependants	$ 0
C	
Living away from home	
in provinces	$ 75 (flat rate)
in territories	$ 100 (flat rate)
Commuting in provinces in territories	As per T.B. regulations for federal public servants who request to use their own vehicles
Travel	As per the Mobility Regulations of the Canada Mobility Program

The trainee allowance varied. For example, the base allowance for trainees living with their parents was $61.25 per week and for independent trainees $122.50 per week. The stipend increased according to dependants, child care, and/or travel costs. Some trainees who collected U.I. benefits in lieu of the training allowance received more than $200 per week. All trainees were expected to complete the same thirty-five hour work week in order to receive the allowance or U.I. benefits. Unexcused absences and other earnings resulted in allowance deductions.

Equipment

As an added incentive, the trainees also received safety equipment and tools. At the end of the first month, they were given two pairs of coveralls, safety boots, gloves and goggles in preparation for the on-the-job component of the program. After the trainees had completed three months of the on-the-job training, they received a set of socket wrenches, and after completing the next three months, a set of screw drivers.

Program Information and Promotion

Information regarding the training program and its purposes and objectives required dissemination to different groups. Information reflecting different perspectives was required for a) the participants in the ILASPY program (trainees, training staff, training site hosts), b) those with academic interest (professors, students, and visitors to the university), and c) the general public. This information took the form of written overviews, government handbooks, presentations, and newspaper advertisements.

Potential trainees were informed about the program through Employment Center and newspaper advertisements and through group orientation sessions. The advertisements were very brief, stating the type and location of the training and the main criteria for qualifying, and where and when to apply. These are discussed in greater detail later in this report in the section "Trainee Selection", subsection, "Advertising".

Further information was provided to the potential trainees at a group orientation session when they inquired about the program. During this presentation, the coordinator or a trainer explained in more detail the criteria, goals, content, timetable, participant responsibilities, and the benefits and shortcomings of the program. In addition, the participants received a written overview which included a brief description of the purpose, goals, training modules, and the participant criteria (Appendix D). The purpose of the group orientation session was to provide potential applicants with a realistic picture of what to expect in this program, prior to any commitments.

When the trainees were accepted, they received the government handbook entitled Entry: Participant's Handbook which described the overall purpose, roles and responsibilities for the trainees, and the operational practices in relation to Employment and Immigration Canada.

Information regarding the training program was presented to the training place hosts through several sources. Initial contact by the coordinator or a trainer provided an overview and an outline of the automotive course topics (Appendix D & E). Another government handbook, Job Entry: A Guide for Training Place Hosts, described the roles and responsibilities of the various project members.

The academic community received an overview about the program (Appendix F). This overview noted, in addition to the information mentioned in the trainees' overview, the research rationale, goals and funding source. The coordinator and principal investigators also presented several papers to educational groups:

* A Model of Integrated Literacy and Mechanical Skills: Educational Implication (Cap & Trosky, 1985, May), an invited presentation to the board members of the Annual Conference of the Association of Canadian Community Colleges/Canadian Vocational Association, Memorial University, St. John's, Newfoundland;

* Experiential Education and the Young Unemployed Adult: A Training Model (Cap & Trosky, 1985, October), the keynote address presented to the Vocational Industrial Teachers' Association of Manitoba Special Area Groups Conference;

* Audio-visual Materials in an Integrated Literacy-Mechanical Skills Training Program for Young Unemployed Adults (Cap et al, 1986), an article published in the Canadian Journal of Educational Communication.

Potential project coordinators and companies who were interested in becoming hosts for training programs were provided with information regarding the planning and implementation of a training program from the coordinator's perspective; Planning and Implementing a Training Program: The Coordinator's Role (Trosky, Cap, & Wynes. 1985).

Finally, the general public was informed not only through the newspaper advertisements but also through the articles which appeared in the Winnipeg Free Press at various times during the year regarding the progress of the program.

Trainee Selection

The trainee selection procedure was a multi-step process involving the establishment of selection criteria, advertising, trainee application and screening, interviewing, and formal documentation of selected applicants.

Criteria

The trainees for the 30 training positions were selected using criteria set by the Federal Government Job Entry Program. The criteria required the trainees:

a) to be male or female between the ages of 16 and 24,
b) to be out of school at least three months but not more than two years,
c) not to have worked more than six consecutive months out of the previous twelve, and
d) to be legally entitled to work in Canada.

In addition, preference was to be given to those who had not finished secondary school.

The criteria were supplemented to meet the particular needs of the ILASPY program. The trainee was required to possess a valid driver's license with a preferred minimum grade eleven education. Possession of a valid driver's license was required by the host site employers. Trainees needed this license in order to drive vehicles into the service bays, provide courtesy service to customers, and pick up required auto parts. The academic criteria of grade eleven was established to aid in the selection process, but was flexible and could be waived if other variables were exhibited (ie. work experience in the automotive field; several school credits in automechanics).

Advertising

To attract potential trainees, two advertising sources were used: a job order at Canada Employment Centres (C.E.C.) and a small "Help Wanted" advertisement in the local newspapers, the Winnipeg Free Press and the Winnipeg Sun.

The newspaper advertisement began on a weekend in order to reach the greatest possible audience. Initially, it ran for five days. It was repeated on the following weekend, Friday to Monday and later advertisements were placed as replacement trainees were needed.

The advertisement read:

YOUTH TRAINING
OPPORTUNITY

REQ'D. immed. trainees (M/F)
for a Govt. sponsored training
program in Auto Mechanics. A
training allowance is
provided. Trainees must:
Currently be unemployed
Out of school at least 3 mo.
Have some grade 11
Apply in person only to
University of Manitoba,
Faculty of Education, Rm. 115,
bet. 9 a.m. & noon.

The advertisements were placed in this manner for a number of reasons.

1. The criteria were included in the advertisements in order to make the newspaper the initial screening device. It was thought that those who did not meet the stated qualifications would not apply. The coordinator could thus spend more time interviewing those who did qualify.

2) The training allowance was mentioned as an incentive.

3) No phone number was provided in the ILASPY advertisements in order to eliminate casual inquiries and leave the staff free for those interested enough to make the effort to apply in person. It was felt that the requirement to apply in person would serve as a partial indicator of

interest and motivation since the applicant had to make the trip to the university.

4) By designating hours for in-person application, more efficient use of staff time was facilitated. The mornings were used for applicant group orientation sessions and initial screening. The afternoons were used for individual interviews and program planning.

The advertisements were effective in attracting many more applicants than were needed and were successful in screening most of the applicants who did not meet the criteria.

There were one hundred eighty-nine applicants who met the criteria for the thirty training positions.

Applying for Training Positions

Youth who desired to participate in the ILASPY program were required to make application in person to the coordinator. Upon arriving, they were directed to attend a group orientation which provided more detailed information regarding the program. A general address was made which explained the selection criteria, how the program was run, what the objectives were, and the training allowance system. The coordinator indicated both the benefits and limitations of the program as realistically as possible.

Following the presentation and question period, those who wished to apply completed application forms and were informed that they would be contacted within a week.

In addition to providing program information, the group orientation served as a second screening device. Those who were still interested, completed application forms and those who discovered that the program for whatever reason was not for them, did not. This meant that the coordinator only received application forms from those who felt that the program suited them. Further, the coordinator was able to make an inital contact with the potential applicants during the question and answer period. This provided a different perspective from the one to one formal interview.

The application form, created by the co-ordinators, incorporated the basic questions asked by standard application forms (Appendix G). An attempt was made to keep the application as short as possible while soliciting all the necessary information. Open comment space was inserted for some of the questions in order to provide a means of evaluating the applicants' ability to express themselves in written form.

Interview Procedure

Applicants were contacted by phone for interview appointments. They were requested to set an interview time and to bring with them a transcript of their school records and a driver's abstract (Motor Vehicles Branch, Department of Highways and Transportation). These served the following purposes:

1. to partially confirm eligibility for the program;
2. to indicate committment since it took effort to acquire these documents in the one or two days between the call and the interview; and
3. the school records also gave an indication of academic interests and successes and in some cases committment.

The interview was conducted by the coordinator and a certified auto mechanic who was also one of the program instructors (Appendix H). The coordinator focussed on the applicants' eligibility, committment, suitability to the program, and general program concerns. The auto mechanic focussed on the applicant's interest in auto mechanics, knowledge of the field, and suitability to the automotive field. Typical questions were:

1. Why do you want to participate in the training program?
2. What do you hope to achieve from participating in the program?
3. What has been your past work experience?
4. What experience do you have in the area of auto mechanics?
5. What do you hope to be doing in five (ten) years?

6. How will you manage the time and conditions to study and complete the independent course modules?

7. Are there any needs or concerns that need to be considered (transportation to and from host sites, room and board, financial committtments, dependents, child care...)?

Special attention was paid to the applicant's attitude toward the role as a trainee in the workplace, ability to live on the training allowance, and capability to accept direction and criticism. Consideration was also given to the trainee's ability to benefit from the experience.

An eligiblility form (Appendix I) was completed to double check that the applicant met the criteria.

In addition to the interview, the applicants completed a mathematics quiz on basic operations: addition, subtraction, multiplication, division and fractions (Appendix J). The main purpose of this was to establish the applicant's basic mathematics ability for instructional planning purposes.

Successful applicants were informed within three days. They were asked to return to the university to be formally registered with Employment and Immigration Job Strategies (Appendix K, L & M). The applicant's employment records were then verified by EIC staff to confirm eligibility.

The remaining applicants were sent a letter, indicating that due to limited training positions, they could not at this time be accepted into the automotive training program, however, their applications would remain on file and would be reactivated if any vacant training positions occurred (Appendix N).

Trainee Selection: Benefits and Constraints

Benefits:

1. Time was saved by explaining the program to groups.

2. During the group orientation sessions, the individual applicants benefited from the questions of fellow applicants. Also, the information acquired in these sessions provided the trainees with base information from which to ask questions during the interview.

3. The interest, patience, and committment of the applicants was partially indicated in their ability to find the office, attend the group orientation, fill out the application, return for the interview with the appropriate documents, and return again to complete the government documents. This procedure was successful in eliminating some of those who were not truly committed to joining and completing the program. Only one trainee did not show up when ILASPY began and twenty-one trainees completed the program.

4. The time between the orientation session, the interview, and the acceptance call may also have been a factor in selecting more committed trainees. The time intervals between the steps in the selection procedure

allowed both the potential trainees and the coordinator the opportunity for reflection.

5. Keeping all applications on file provided staff a bank of potential trainees for vacated training positions.

Constraints:

1. For applicants who recently were new provincial residents, school records and driver's abstracts were not available prior to the individual interviews. This meant that the co-ordinators did not have any indication of the trainee's past records of responsibility, success, and commitment.

2. Although references were requested in the application, there was in several instances no time to contact all of them prior to accepting the trainee. Also, the applicants tended to use peers (boyfriends, girlfriends, other friends) as references who could not be relied upon to be objective and who could not in many cases indicate general job skill ability.

Host Site Locations

Selecting Host Site Locations

Trainees were to receive the majority of their training on-the-job. For this to occur, automotive businesses who would act as host site locations were needed. A host site is a business (in this case a business in the automotive sector) that has been in operation for at least one year and that was willing to provide the participant trainee with supervised on-site training and work experience in a safe and suitable environment. Because of the different personalities, working characteristics and entering behaviours of the trainees, it was necessary to identify a broad range of automotive businesses with regard to size, services and geographic area. In order to ensure enough host sites, thirty-five were initially identified. This was to provide a buffer in case some of the host sites did not accept the trainee they interviewed or a transfer was necessary. During the program twelve additional busineeses were added to bring the total host sites involved to forty-seven (Appendix O).

Community minded automotive businesses eagerly responded in all parts of the city to serve as ILASPY training place hosts. Some had been hosts during the previous pilot YTO project and requested to continue. Having heard about the project from other automotive businesses or Employment officers, several contacted the managing coordinator about joining the project. All others were approached by the ILASPY staff.

Project staff met with each potential host site employer for the purpose of explaining the program and evaluating the suitability of the potential host site. The initial contact involved a brief conversation that identified and explained the program. Certain factors of immediate concern to the hosts were clarified:

a) There was no direct financial burden for the business, since the government provided a training allowance, Worker's Compensation and third party liability coverage.

b) The staff time allocated to training would be partially recouped in the trainee's work assignments.

c) Paper work for the employers was kept to a minimum. Reports and evaluations were to be completed by the project staff in consultation with the host site (employer).

d) The host site's main responsibilities were to provide training and supervised work experience. A brief overview describing the trainee criteria, the goals, an outline of the training components, and the responsibilities of the various personnel involved in the program were provided for consideration.

After this initial meeting, the employer was given time to reflect. Either the employer contacted the coordinator, or a second contact was made at a later date to determine the employer's participation decision. If the response was favourable, the host then signed an agreement provided by the government (Appendix P).

The following criteria were considered in evaluating the potential host sites:

1. The ability to provide supervised work experience in the areas specific to the training plan;
2. The ability to provide a variety of experiences associated with an automotive field;
3. the ability to provide safe working conditions for the trainee; and
4. the willingness, patience, and time to provide training in the areas corresponding to the training plan and supervision of the work experience.

This process for identifying the host site generally worked well. The hosts had time to consider the proposal without the need for an instant decision. The co-ordinator had the opportunity to assess and evaluate the host site.

Identifying host sites was a time consuming procedure,however. Even though appointments had been made, the potential hosts, due to business priorities, were not often available when project staff arrived. The staff member had to be patient, sometimes waiting twenty to thirty minutes or find it necessary to reschedule another appointment.

Matching Trainees and Host Sites

Trainees were matched to host sites by geographic area for transportation needs, trainee preference in host site size and business type, and the host's requests.

It was important for the host (employer) to interview the trainee before the on-site portion of the training program began. This provided an opportunity for the host to become familiar with the trainee's experiences and goals and to assess whether or not that trainee would be suitable for the host site. Hosts were allowed to interview only one trainee. They did not have to accept the trainee sent to be interviewed, but if the trainee were rejected, another could not necessarily be sent to them. The time and logistics of having the host sites interview several trainees was found to be insurmountable. Also, it was a concern that competition for host sites and rejection could deteriorate trainee morale.

It was intended that the trainees be interviewed by the hosts as any potential employees would be interviewed. Certain dates were assigned as interview days and it was the trainee's responsibility to contact the host and to arrange an interview time. Trainees took a letter of introduction from the program co-ordinator (Appendix K), a letter of application, and a resume to the interview.

Finally, the host had the option of informing the trainee of the acceptance decision or calling the coordinator.

In general, this procedure for matching the trainees and host sites worked well. All but one of the trainees were accepted at their first host site interview: one employer had a policy not to hire anyone who lived in the business neighbourhood and he felt that the trainee's home was too close a proximity to his business. Therefore, this one trainee was placed at a second site.

Transferring Hosts Sites

A policy for host site transfer was necessary. Host site transfer was considered a last choice solution to host site problems. Most of the trainees had a work history of "job hopping", spending one or two months at each job. One of the goals of the program was to have the trainee work at a site long enough to establish a good track record. Thus, transfer was not to be considered until all alternatives had been explored or exhausted. The final decision for a transfer was made by the managing coordinator.

A transfer form was used to keep a record of the tranfers (Appendix R). This form recorded the reason for the transfer and was signed by all parties involved: the trainee, the former host, the supervisor and the coordinator.

In two cases the host site - trainee match quickly proved to be inappropriate and transfers to new sites were arranged.

The first was at the request of the host. The trainee had been late and missed worked because of problems with young dependents and the host did not feel the trainee was dedicated or reliable. Further, he did not feel that the trainee was compatible with his staff. On the other hand, the trainee had not shown this negative attitude in the previous month of classroom training component. Therefore, assistance was provided for child care and the transfer to another automotive business was arranged.

The second early transfer was at the request of a trainee after three days at the host site. The trainee was sure that he was not accepted and would not return. This trainee had a good work record from the month of classroom instruction. Thus, after some counselling sessions the trainee was allowed to transfer with firm guidelines about future committment.

Six other transfers occurred later in the program. Two of these occurred because the host sites were not able to provide appropriate training nor varied work experience. In the third case, the business changed ownership and the new employer was unable to continue the training commitment. In the fourth case the trainee had not been happy at his first host site for a variety of reasons: distance, work hours, work experiences provided, and expectations. He had been encouraged by the coordinator and the supervisor to stay longer, but the factors did not change and eventually he refused to return. A new host site was found and the trainee successfully finished the program. The fifth was transferred at the request of the host after two months because the host felt the the level of work at the site was beyond the trainee's level and the site could not offer training and work experience that matched his needs. A more appropriate site was located and the trainee completed the program. The last transfer occurred due to the host site not having enough business to provide an appropriate quantity or quality of work for the trainee.

Out of a total of eight trainees that were transferred, six completed the program.

Supervision and Co-ordination of Host Site Training

Supervision of the host site training was an essential part of the program since the trainees spent four days a week for thiry-four weeks at the host sites. It was the policy of the program for the supervisors to visit the trainees at their host sites at least once a week. The supervisors arranged regular visits with the training place hosts in advance. In addition, the host and the trainees could request a visit if a problem arose.

The general purpose of the visits was to provide support to both the trainee and the training place host and to monitor training progress. Specific visits had a variety of directed purposes depending on the situation:

1. determine if the training and work experiences matched the training plan;
2. make appropriate changes in the training plan;
3. evaluate the trainee's progress on the training plan;
4. assess the trainee's personal, professional, and general work qualities and behaviours;
5. evaluate the trainee's technical skills and capabilities;

6. counsel and advise the trainee regarding training related problem and career aspirations;
7. coordinate the classroom program and the on-the-job training experience; and
8. develop good relations between the ILASPY staff and the host site employer.

From the pilot YTO program it was found that a ratio of one supervisor per seven or eight trainees, was appropriate. Therefore, four supervisors were appointed. They were teamed so that if one could not meet the supervision committment, another could substitute. In addition, supervision began the first week of phase two in order to help with any adjustment problems.

Field supervision was seen as a positive factor by all parties. The supervisors regularly saw the trainees in the work environment and gained a realistic perspective on the trainees' abilities from the hosts and the other business employees. They were also able to elicit support from the host to encourage the trainees to attend the Wednesday automotive theory classes and to encourage their study of automotive theory. The training place host was able to discuss problems that were occuring with the trainee and to gain support from the project staff in efforts to change habits and behaviours that were not acceptable to the business environment. There was a good rapport among the co-ordinator, the supervisory staff and the training place hosts. The trainees were able to feel that they had support and that they were not alone in their efforts. Furthermore, several trainees indicated that the quality of the training activities improved after the visits.

Monitoring and Evaluating Host Site Training Experiences

The operation of the training program required that the host site training and work experiences be regularly monitored and evaluated. The supervisors used two types of monitoring and evaluation forms: an interim report (Appendix S & T) and a modified Developing A Curriculum (DACUM) automotive (Appendix U) skills profile, which they completed in consultation with the training place host or the journeyman mechanic with whom the trainee was assigned. The supervisor monitored the training experiences and progress through the host site visits. All records of discussion and interaction with the trainees and training place hosts were kept in the trainees' files. In addition, the trainees were required to maintain a daily work log.

Trainee Daily Work Log

The trainees were required to keep a daily log of their host site training and work experiences. This was to be signed by the host site trainer or employer. The logbook served two purposes:

1. as a vehicle for monitoring, discussing, evaluating, and adjusting training experiences, and

2. as evidence of work experience when applying for time credit with the Apprenticeship Board.

Interim Report

The short interim report provided a vehicle for guiding and recording the discussions regarding the trainee's general progress and for maintaining consistency in monitoring. It was used to indicate personal qualities professional qualities, general automotive tasks, and strengths and weaknesses (Appendix S & T). By having a checklist (satisfactory, needs improvement, or unsatisfactory) with a small comment space beside each point, the form was efficient for rating performance in specific areas of these categories. The open spaces for noting strengths, weaknesses, and comments accommodated those factors that did not fit the checklist. The check space for satisfactory or unsatisfactory was intended to give an overall opinion of the trainee's adaptation to the work environment as well as progress.

When noting whether the trainee's log book was up to date, the supervisor was able to compare the logged activities to those rated by the host and note relationships or discrepancies between the two. In addition, it provided an opportunity to monitor the trainee's sense of reponsibility and to encourage the trainee to keep the log up to date.

After the supervisor had completed the form with the help of the host, it was signed by all parties to indicate that it had been read by all. If there were any disagreements about the comments, they were noted at that time. When a dispute or problem arose at a later date, the comments or recommendations were most helpful.

Modified DACUM Profile

The Modified DACUM (Developing A Curriculum) Profile served as both a monitoring and an evaluation tool (Appendix U). It corresponded to the objectives of the automotive classes and to the learning requirements for the Level 1 Apprenticeship. The training place hosts were given a copy of the form so that they could co-ordinate the training and work experience activities with the classroom instruction as closely as business would allow.

As a monitoring tool, it provided a means of verifying that the necessary training was provided.

This in-depth evaluation form was used to indicate progress on the individual objectives of the eight automotive blocks. The five point competency scale on the DACUM form provided a means of recording the trainee's mastery level in each of the skills.

Other Records

Discussions and interactions which did not fit the above forms (telephone calls, counselling sessions, transfer arrangements, worker's compensation problems, and training allowance problems) were recorded anecdotally, dated, and signed. From time to time, the trainees completed a short answer status report on such work experiences as shift hours, safety factors, responsibilities, and independent and supervised tasks (Appendix Y).

Strengths and Limitations of Monitoring Procedures

Strengths:

1. The interim report was efficient and provided a good record of trainee performance for later reference. As a discussion guide, it was effective in maintaining consistency in the supervision reports.

2. The fact that reports were signed by all parties and kept on file, proved a valuable measure in later problems with trainees.

3. Because the Interim report was short, the training place host did not feel that too much work time would be lost in completing the form.

4. The modified DACUM profile was useful for determining which skills the trainee had received training experience and where the training was lacking. In some cases it pointed out business limitations which prevented a host from providing all the training needed. For this reason some trainees were moved to new sites to receive the remainder of the training.

5. The composite modified DACUM profile provided a means of comparing the different host sites and trainee performances. This provided guidance for maintaining realistic expectations.

6. Keeping a record of all discussions and interactions with the trainees, hosts and government program officer, helped in creating timelines and in clarifying facts when problems arose.

Limitations:

1. Because many interactions were the type that did not fit the forms, and were not recorded or filed despite the policy to do so, records of some events were incomplete.
2. The interim report required some changes. Later in the program the check list became less applicable. This was partially corrected, by revising the form, eliminating two categories: general work behaviours and personal work qualities. It was thought that these qualities were fairly well developed after the first month and no longer needed weekly assessment. However, when two trainees began to have difficulties in these areas, the supervisors found that it was still important to inquire about these categories. Total elimination from the form did not seem to be the answer.

3. Despite the provision for checking the trainee's log book, trainees did not always come prepared. The activities rated by the host on the monitoring forms should correspond to the activities the trainee was recording in the log book. However, when trainees did not keep their log books up to date, the staff supervisor had no evidence when either the host training plan or the trainee's work was in question.

4. Even though the modified DACUM profile was in checklist format, it was a lengthy and thus, a time consuming report to complete. As a result, several host sites found it a burden to discuss, even though it was completed only three times. Furthermore, it was time consuming to transfer the information to the composite profile.

5. Because the modified DACUM profile was completed at the end of every second month, the competency reports of some of the trainees were not complete due to transfers and withdrawal from the program.

Training the Supervisors

In the article "Needed: A Curriculum to Train Supervisors", Morgan and Presley (1980) present four areas of knowledge which a technical supervisor requires: company policies and practices; expertise in the work over which supervision is being exercised; management principles; and human behaviour. The authors point out that the most important component is the focus on the individual worker: on his/her condition or state and ability to perform work, and the desire, inner drive and enthusiasm (p.433). Since this focus is most likely to be achieved through supervision, there is a need for trained supervisors. Other reasons Morgan and Presley state for the training of supervisors are the need for monitoring and for evaluation techniques.

Four young certified teachers who were furthering their studies at the graduate level in the Faculty of Education were the designated supervisors. Their background not only included communications skills, motivational and evaluation techniques and principles of human behaviour, but all were experienced classroom teachers. The pilot YTO program had shown that there was a need for teachers to be trained in certain management skills and in how to integrate their knowledge of evaluation procedures into ILASPY. More specifically, there was a need to integrate the learned specific management skills and to integrate these management skills with a) the program policies and practices; b) the expertise at the host sites; c) human behaviour principles; d) discipline; and e) evaluation.

A one day workshop was devised, aimed at these basic topics:

- Managing Attendance, Transfers, and Terminations
- Identifying and Dealing with Problems
- Working with the Foreman or Manager at the Host Site
- Evaluation
- Coordinating on-the-Job Supervision
- Conference Skills

The primary materials were drawn from the American Association for Vocational Instructional Materials (University of Georgia, 1978). The materials are organized into modules, designed as a series of learning experiences including background information and practice sessions using the case studies approach. Since there were only four persons to be trained with two instructors (the principal investigators), most of the exercises were orally performed and immediately evaluated, reinforced or corrected, and discussed.

The order in which these supervisory skills and abilities were developed in the workshop is highly recommended. On the other hand, to state that such skills and abilities can be developed within one day would be misleading, because ILASPY enjoyed the availability of experienced teachers as supervisors and the workshop allowed for a two trainee to one instructor format.

Withdrawal from the Program

Withdrawal from the training program required a withdrawal form. This form was created for two purposes:

1) To record the trainee's reasons for dropping out and aspects of the program that may have helped him/her acquire employment (Appendix V);
2) To act as a formal withdrawal document since there was no official government form for terminating the agreement that had been signed at the commencement of the program;
3) From the completed withdrawal forms, the co-ordinators to provide information related to the supervision and instructional activities that would help in planning or modifying further programs.

Reason For Withdrawal

In total, seventeen trainees withdrew from ILASPY before completing the program. Nine withdrew early in the program and were immediately replaced; seven others withdrew after the third month and were not replaced, leaving twenty-two to complete the program. The primary reasons cited on the withdrawal forms fell into four categories:

acquired program related employment....	6
acquired unrelated employment..........	4
personal and health problems...........	3
coordinator requested withdrawal.......	3*
no reason cited........................	1

*The coordinator requested withdrawal due to the trainees' unethical practices at the work site and/or poor attendance at either the job training or classes.

It should be noted that nine of these seventeen withdrawals had a secondary reason for leaving the program; They "could not live on the training allowance".

Workers' Compensation

Insurance and compensation were important factors to consider. For ILASPY, coverage was the responsibility of Job Entry: Employment and Immigration Canada. Immediate reporting of the accidents was the responsibility of the managing coordinator.

Officially, an accident should be reported by the employer (in this case, the coordinator) within three days. In actuality, although the hosts and trainees were aware that they were to immediately inform the coordinator of accidents, this did not occur; the incidents were reported when the supervisor visited the site or when the trainee came to class several days after the accident. Consequently, the official report could not be made within the three day requirement.

Copies of the claims were kept on file for future reference and trainees were advised to record and remember details of the incidents because they would receive a worker's claim form.

Program Assessment and Completion

Evaluation: Theoretical Knowledge

The automechanics teacher created and administered in-class tests in order to plan appropriately for future classes and to give the trainees an indication of their theoretical knowledge.

The Power Mechanics 101 correspondence course included tests for each module and two exams, a mid-term at the end of module 4 and a final. As a recognized Education Manitoba Course, the examinations were the only tools of evaluation.

For thirteen trainees who received a minimum mark of 65% on the correspondence course, the final evaluation tool was the Level 1 Apprenticeship Examination. From the pilot YTO program, the co-ordinator found the mark received in the Power Mechanics 101 course was a valid indicator of the trainees' readiness to challenge the Level 1 Apprenticeship Examination. This exam was set by the Government Apprenticeship Board; a minimum grade of 70% entitled the trainee to enter the apprenticeship system as a level 1 apprentice. Of these thirteen, two were able to enter the program as level 1 apprentices. The remainder (11) would be allowed to enter and challenge the examination again with employer's sponsorship.

Evaluation: Field Experience

The trainees were evaluated on their field experiences primarily by the host site trainer. This was recorded on the modified DACUM report as discussed earlier.

Evaluation: Literacy

In addition to the trainee's performance on written and oral tasks on-the-job and in the classroom, an alternative form (Form KS) of the Metropolitan Reading Survey, Advanced Level 1, was administered.

Out of the 22 trainees, only one did not submit to the post test in reading. Of the 21 pre and post scores, the results showed: 7 with gains ranging from .1 years to 5.0 years; 1 had a decrease (from grade 12+ to grade 10.3); and 13 maintained their pre-test level.

It is worthy to note that three of the trainees who made gains were receiving additional instruction in english as a second language as discussed in a previous section of this report.

Strengths

The method and tools for monitoring and evaluating the trainees were seen to have several strengths.

1. The trainees were evaluated primarily by the people who had taught the various components. Thus, the trainees were evaluated on those experiences that pertained to their particular training according to a mastery scale.
2. For the trainees who challenged the Level 1 Apprenticeship Examinations, the results showed a close relationship to those received on the exam for the Power Mechanics 101 correspondence course. This provided support for the co-ordinator's decision to restrict the challengers of the Apprenticeship Examination to only those trainees who received 65% or greater on the correspondence course.
3. The post tests in Mathematics and Reading gave an indication of the growth in achievement attained over the ten month period. This provided some indication of the effectiveness of the program.

Acknowledgements

Twenty-two of the thirty-nine trainees (thirty original and nine replacement trainees) completed the program. Recognition of completion was acknowledged with a Certificate of Participation (Appendix W).

All host sites were awarded a framed Certificate of Appreciation for the training and support they had provided both to the trainee and the ILASPY program (Appendix W).

Trainee Post Program Involvement

Of the twenty-two graduates of the program, 16 obtained employment. Three returned to school for further education. At the time of the writing of the report, the employment status of the remaining three was unknown.

RECOMMENDATIONS

1. Since the program (ILASPY) proved to be successful in its objectives, the writers of this report recommend its implementation through community colleges and other vocational education institutions.

2. The integration of literacy skills with automotive skills was shown to be a feasible and efficient means of instruction. The trainees readily accepted this integration and performed well in the automotive (content) area. Thus, the theory of many education experts that literacy skills can be developed through content areas was proven in this program and is recommended as an integral practice in programs similar to ILASPY.

3. Since the host sites provide the practical implementation of the classroom/formal theory, it is recommended that the sites be selected and organized before the program is launched with regular contacts between the class instructors and/or program coordinator and the on-the-job hosts during the actual program. Further, a means of appreciation such as a framed certificate of participation at the conclusion of the program is recommended.

4. ILASPY was successful due to the availablilty of trained teachers in the roles of program coordinator and

supervisors. It is recommended that, wherever possible, such personnel should be enlisted to ensure quality control of the theoretical instruction.

5. On the other hand, the project supervisors, who were trained teachers, needed some specialized training in supervisory and coordination skills. To maintain quality control of the supervision, cooordination, and evaluation functions, it is recommended that a workshop (minimum one day) be provided for those who are to serve in supervisory roles .

6. One of the underlying reasons for the success of ILASPY was the close communication between Employment and Immigration Canada and the project directors and coordinator. Therefore, it is imperative that such programs as ILASPY, which are to be funded by governmental agencies, maintain close communication with these agencies. It is highly recommended that regular meetings be held with representatives of the funding agencies and the program directors or coordinators.

7. Since ILASPY was successful, funding agencies should actively seek out and provide necessary financial assistance to those educational institutions which wish to develop similar programs in a variety of occupational areas.

8. Finally, descriptions of programs such as ILASPY need to be developed. Presentations of papers to interested organizations, writing of articles in local newspapers and in related journals, and interviews on radio and television need to be undertaken so that the public at large is informed how unemployed young adults are assisted in making a successful transition to the world of work.

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Appendix A

Level 1 Apprenticeship Trade Specific Requirements

A-1 Level 1 Apprenticeship Topics and Hours

A-2 Theory Curriculum Outline

A-3 Apprenticeship and Training Branch Policy for Level and Time Credits, December 18, 1984

Appendix A-1

Level 1 Apprenticeship Topics and Hours

Subject	Theory Hours	Practical Hours	Total Hours
Business Organization and Records	8	5	13
Shop Management Procedures	5	5	10
Tires and Wheels	5	5	10
Appearance Conditioning	5	5	10
Basic Troubleshooting	10	10	20
Shop Practice	5	5	10
Engine Principles	5	2	7
Engine Construction and Operation	20	5	25
Engine Lubrication Systems	2	3	5
Engine Cooling Systems	5	2	7
Chassis Lubrication	5	1	6
Engine Performance	2	3	5
Fuel Systems	25	5	30
Electrical Systems	30	10	40
Brake Systems	30	10	40
Machine Shop	5	25	30
Mathematics	(19)	1	20
Science	(19)	1	20
Administration	13		13
Total Hours	180+(38)	103	320

Appendix A-2

Theory Curriculum Outline

Business Organization and Records

a. Organization of Management
b. Direction and Responsibility
c. Customer Relations
d. Franchises
e. Trade Employment Opportunities
f. Worker's Compensation Act
g. Mechanic's Liens
h. Credit Cards
i. Approved Credit Accounts
j. Fleet Accounts
k. Rental and Lease Arrangements
l. Warranties

Shop Management Procedures

a. Work Orders
b. Time Cards
c. The Flat Rate System
d. Parts Requisitions
e. Shop Liability

Tires and Wheels

a. Tire Cord Construction
b. Tire Tread Design
c. Size and Pressure Identification
d. Identification of Correct Side for Removal
e. Radial Tire Sidewall Repairs
f. Prohibited Repair Methods
g. Wheel Construction
h. Wheel Bolt Circle Patterns
i. Wheel Straightening
j. Static and Dynamic Wheel Balancing
k. Use of Tire Changing Machine
l. Use of Wheel Balancer and Weights

Appearance Conditioning

a. Washing
b. Waxing and Polishing
c. Interior Cleaning
d. New and Used Car "Make-ready"
e. Undercoating
f. Tar and stain removal
g. Fender and Seat Covers
h. Pre-delivery Inspection

Basic Troubleshooting

a. Battery State of Charge
b. Booster Battery Connections
c. Neutral Safety Switch
d. Ignition By-pass
e. Defective Coil Symptoms
f. Defective Condenser Symptoms
g. Testing Electronic Ignition Modules
h. Testing Electronic Ignition Pick-up Coils
i. Identifying Moisture or Carbon Track Conditions
j. Engine Flooding
k. Fuel Pump Failure
l. Fuel Filter Blockage
m. Carburetor Problems
n. Frozen Fuel Lines
o. Vapor Lock
p. Vacuum Leaks
q. Defective EGR Valves
r. Defective Thermostats
s. Radiator and Heater Hose Defects
t. Heater Fan Motors
u. Block Heater Problems
v. Air Conditioning Problems
w. Causes of Loss of Oil Pressure
x. Causes of Loss of Automatic Transmission Operation
y. Push Starting (not advisable)

Shop Practice

a. Safety
b. Hand Tools
c. Fasteners (Thread Types)
d. Engine Terminology (bore, stroke, displacement, compression ratio, etc.)
e. Engine Classification (by cycle, valve arrangement, engine configuration, fuels, cooling systems)

Engine Construction and Operation

a. Blocks
b. Crankshafts
c. Flywheel and Harmonic Balancer
d. Piston Pins and Rings
e. Connecting Rods
f. Bearings
g. Camshafts and Camshaft Drives
h. Lifters and Push Rods
i. Rocker Arms and Shafts
j. Cylinder Heads and Combustion Chamber
k. Valves and Valve Guides
l. Springs, Retainers and Rotators
m. Seals and Gaskets
n. Timing Covers, Valve Covers, Oil Pans
o. Bell Housings, Engine Mounts
p. Intake and Exhaust Systems

Engine Lubrication Systems

a. Purpose
b. Sumps and Pumps
c. Filters and Oil Passages
d. Oils, Sludge and Varnish
e. Oil and Filter Changing

Engine Cooling Systems

a. Purpose
b. Types, Construction and Operation
c. Water Pumps and Water Jackets
d. Thermostats, Housing and By-pass
e. Radiators, Caps, Hoses and Clamps
f. Fans, Shrouds, Belts and Pulleys
g. Block Heaters and Interior Heaters
h. Coolants
i. Shutter Systems (3 Types)
j. Service

Chassis Lubrication

a. Itemized Inspection
b. Front Wheel Bearings and Dust Seals
c. Suspension
d. Steering Linkage
e. Drive Line
f. Lubricants

Engine Performance

a. Inertia
b. Work
c. Power
d. Torque
e. Friction
f. Efficiency - Volumetric
  - Thermal
  - Mechanical
g. Power (Kilowatts)
h. Abnormal Combustion

Fuel Systems

a. Purpose
b. Principles - Air-fuel Ratio
  - Venturi
  - Pressure Differences
c. Fuel Tanks, Caps, Lines
d. Fuel Pumps and Filters
e. One and Two Barrel Carburetors (Circuits, float, choke, power and main metering, idle and low speed, accelerator)
f. Air Cleaners

Electrical Systems

a. Principles of Electricity and Magnetism
b. Wires, Terminals and Connectors
c. Symbols and Circuits
d. Lead-acid Battery
e. Conventional Ignition (Principles)
f. Electronic Ignition (Principles)
g. Alternators and Regulators (Principles)
h. Starting System (Principles)
i. General Maintenance

Brake Systems

a. Hydraulic Principles (pressure, area, force, mechanical advantage)
b. Kinetic Energy, Inertia, Static and Kinetic Function, Heat
c. Construction, Operation and Service of:
  - master cylinders
  - wheel cylinders, lines and fluid
  - backing plates, shoes, linings, anchors, springs, retainers and adjusters
  - drums
  - calipers and pads
  - rotors
  - valves
  - switches and lights
  - parking brakes and controls
  - brake fluid types (regular, heavy duty, silicone)

Machine Shop

a. Measurement (internal, external, angular and contour, comparative)
b. Layout (general procedure, surface preparation, layout techniques, location)
c. Hand Tools (cutting and non-cutting, threading and reaming, tool maintenance)
d. Machine Tools (drill press, grinders, safety)
e. Fitting and Assembling (fastening and fitting techniques)
f. Locating Components

Administration

a. Evaluation Tests and Examinations
b. Issue and Preparation of Materials
c. Movements between classes
d. Unforeseen Eventualities

Mathematics

a. Review of Whole Numbers
b. Review of Fractions
c. Review of Percentage
d. Review of Denominate Numbers
e. Review of Formulas, Areas

Science

I. Matter

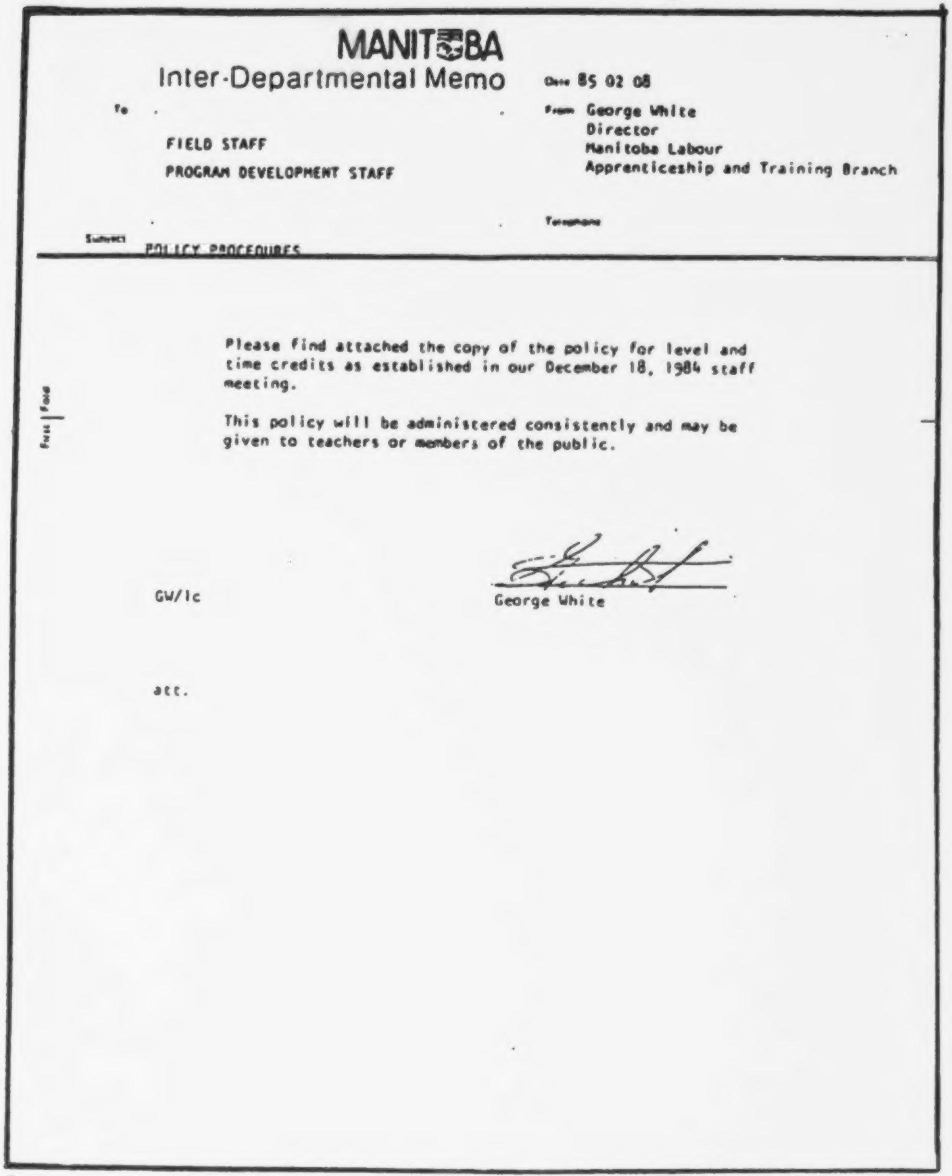
a. Basic Molecular Theory
b. Properties of Solids
c. Properties of Liquids
d. Properties of Gasses

II. Principles of Mechanics

a. Forces and Their Effects
b. Equilibrium and Balance
c. Principles of Movement and Forces
d. Work, Power, Efficiency

Appendix A-3

Apprenticeship and Training Branch Policy for Level and Time Credits, December 18, 1984



MANITOBA

Inter-Departmental Memo

Date 85 02 08

To

FIELD STAFF

PROGRAM DEVELOPMENT STAFF

From George White
Director
Manitoba Labour
Apprenticeship and Training Branch

Telephone

Subject POLICY PROCEDURES

Please find attached the copy of the policy for level and time credits as established in our December 18, 1984 staff meeting.

This policy will be administered consistently and may be given to teachers or members of the public.

George White

GW/lc

att.

LEVEL & TIME CREDIT FOR SCHOOL GRADUATES

VOCATIONAL EDUCATION & PRE-EMPLOYMENTS

...TION	SUBJECT
APPRENTICESHIP BRANCH	Apprenticeship credits for Trades Training taken at the: - High Schools. - Regional Schools. - Community Colleges - Other accredited agencies. There are two classes of credits within the Apprenticeship Division which are: - Level credits or credit given for technical or in-school training (Theory Training) - Time credit or credit given for Trades related work experience (Practical Work)

VOCATIONAL EDUCATION PROGRAMS

PROCEDURES ACTION:	POLICY PROCEDURE:
LEVEL CREDITS sessment of level credits for Voc-Ed taken in: High Schools, Regional Schools	1. Graduates of Voc-Ed programs pertaining to apprenticeship will be level tested. And a pass mark of 65% must be attained. 70
	2. Graduates will be tested for level 1 only
	3. Level 1 test may be administered: a. Upon graduation at the school, on the request of the school. b. Or by the graduate when signing an apprenticeship agreement.
	4. Limitation and/or restrictions for these level credits are as follows:
For Students who find employment & wish level credit.	a. A level credit will be given to the students who pass the level exam and finds employment as and apprentice in that trade within one year of the examination date.
For Students who wish to use the credit to find employment	b. A student who has graduated from a Voc-Ed program but had not written the examination at the school may request:
	i) To write the level I examination

TIME CREDITS
High School & Regional
High School Vocational
Education Programs

1. Time credits can also be applied at the time of an apprenticeship application.
2. Time credit can be given for the amount of time spent in the actual trade classes.
3. Time credits could be recommended as follows:
    a. 3 years High School or Regional School training equal to 10 months credit. This is the max.an employer can recommend.

PRE-EMPLOYMENT

LEVEL CREDITS

1. All Graduates from pre-employment courses who apply for apprenticeship in that trade, within two (2) years of graduation will be granted a level I credit without examination.
2. If the date of application for Apprenticeship exceeds the graduation date by two (2) years the student will be required to write and pass a level test with a mark of ~~60~~% or more. 70

TIME CREDITS
Pre-employment

1. Time credits may be recommended by the employer on the apprenticeship application form.
2. Time credit can be given for the amount of time spent in the actual trade classes.
3. Max time credits recommended by the employer must equal the length of the pre-employment course example 10 month course = 10 month credit.

TIME CREDITS (CONT'D.)
Pre-employment

4. While authority for granting such credits exists, it is done only in conjunction with and on the recommendations of the employer.

These procedures are meant to establish a consistent public policy for the Branch. It is understood that there may be exceptions to this basic rule. These exceptions will be approved by Director.

CREDIT GRANTED FOR EXPERIENCE

ACTION:

Apprenticeship Branch

SUBJECT:

Apprenticeship credit may be granted for experiential learning as follows
   a. level credit
   b. time credit

there are two classes of credit within the apprenticeship program
   1. Level credit,or credit given for passing a level test
   2. Time credit,credit given for trade related work experience. (Practical Work)

==

Procedure__Action:

Procedure_Policy:

Level_Credit
Assesment of level

1:1 Level credit may be granted for experiential learning on the recommendations of the Apprentice counsellor and the successful completion of a written exam.

1:2 Pass mark for all level exams.
~~85%~~
70

1:3 A pass mark of 85% or better qualifies the applicant to write the next level.

TIME_CREDIT

Time and level credit granted.

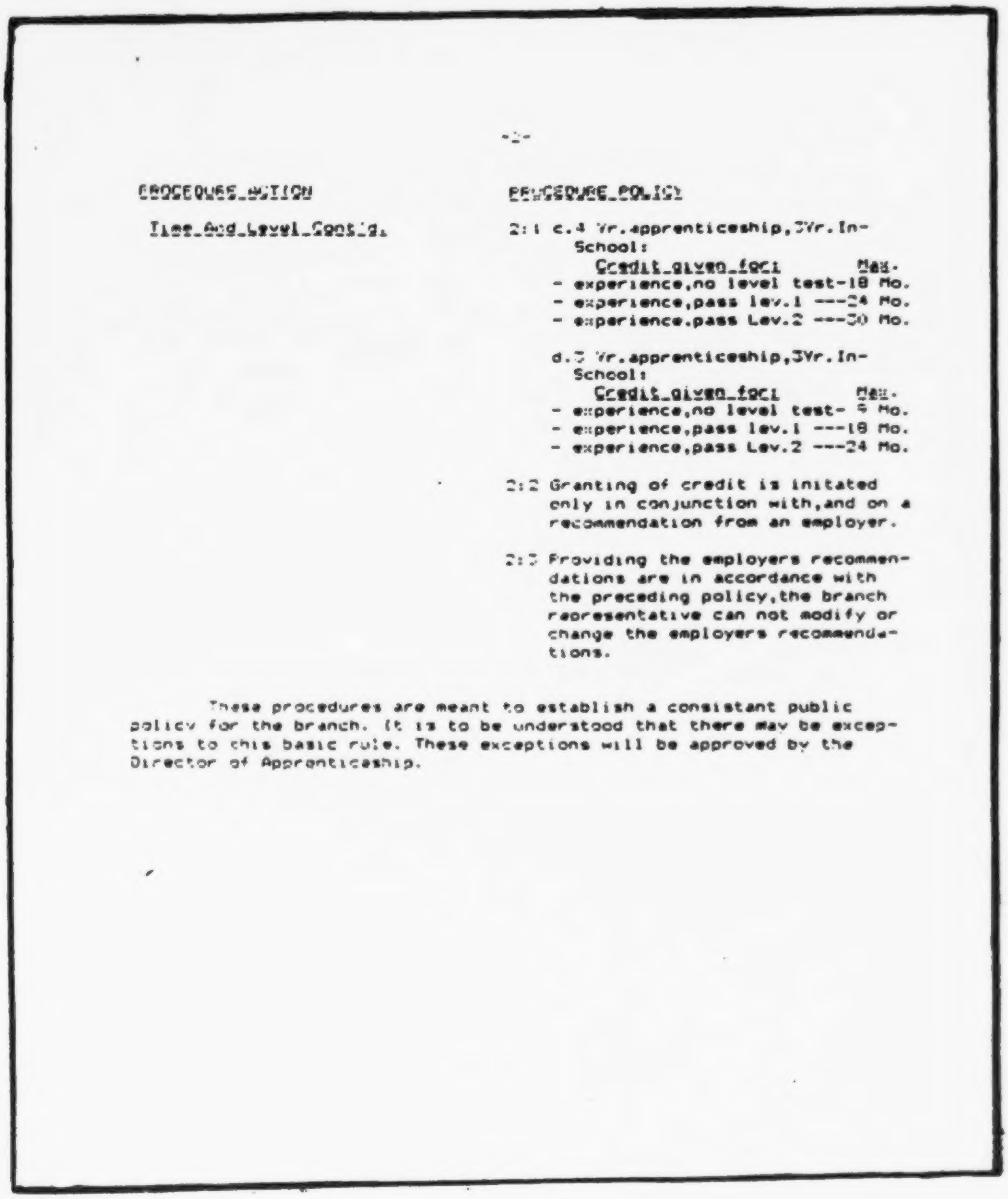
2:1 Time and level credits shall for experiential learning be granted as follows :

a.5 Yr.apprenticeship,4Yr.In-School:

Credit_given_for:	Max.
- experience,no level test	-18 Mo.
- experience,pass lev.1	---30 Mo.
- experience,pass Lev.2	---42 Mo.

b.4 Yr.apprenticeship,4Yr.In-School:

Credit_given_for:	Max.
- experience,no level test	- 9 Mo.
- experience.pass lev.1	---18 Mo.
- experience.pass Lev.2	---30 Mo.



PROCEDURE_ACTION

Time_And_Level_Cont'd.

PROCEDURE_POLICY

2:1 c.4 Yr.apprenticeship,3Yr.In-
School:
Credit_given_for: Max.
- experience,no level test-18 Mo.
- experience,pass lev.1 ---24 Mo.
- experience.pass Lev.2 ---30 Mo.

d.3 Yr.apprenticeship,3Yr.In-
School:
Credit_given_for: Max.
- experience,no level test- 9 Mo.
- experience,pass lev.1 ---18 Mo.
- experience,pass Lev.2 ---24 Mo.

2:2 Granting of credit is initated only in conjunction with,and on a recommendation from an employer.

2:3 Providing the employers recommendations are in accordance with the preceding policy,the branch representative can not modify or change the employers recommendations.

These procedures are meant to establish a consistant public policy for the branch. It is to be understood that there may be exceptions to this basic rule. These exceptions will be approved by the Director of Apprenticeship.

Appendix B

General and Specific Module Objectives

B-1 Orientation and Assessment
  Module 1.1 Orientation
  Module 1.2 Self Assessment

B-2 Job Search and Identification Skills
  Module 2.1 Job Identification
  Module 2.2 Job Search

B-3 Learning, Thinking, and Communication Skills
  Module 3.1 Learning Skills
  Module 3.2 Thinking Skills
  Module 3.3 Communication Skills
  Module 3.4 How To Get Along With People in the Workplace
  Module 3.5 Self-Employment

B-4 General Life and Work Skills
  Module 4.1 Workplace Support Systems
  Module 4.2 Ethical Behaviour
  Module 4.3 Technology in the Workplace

B-5 Occupational Skills
  Module 5.1 Workplace Adjustment Skills
  Module 5.2 Workplace Systems
  Module 5.3 Safety in the Workplace

* B-6 Specific Occupational Skills
  Block 6.1 Introduction
  Block 6.2 Business Organization, Records and Shop Management Procedures
  Block 6.3 Light Service Repair
  Block 6.4 Chassis Theory and Service
    A. Suspension Systems
    B. Wheels and Tires
    C. Brakes
  Block 6.5 Drive Train and Service
  Block 6.6 Engine Design and Operation
  Block 6.7 Fuel Systems
  Block 6.8 Electrical Systems
  Block 6.9 Mathematic and Science

*The items in this category are organized under the term 'Blocks' instead of Modules. General and specific objectives for Specific Occupational Skills match the Modified DACUM report (Appendix U).

MODULE 1.1 ORIENTATION

GENERAL OBJECTIVES

The trainee will have an understanding of the objectives and structure of the Job Entry Program.

SPECIFIC OBJECTIVES

1. The trainee will show the ability to explain the Job Entry objectives through small group discussion.
2. The trainee will show an understanding of how the objectives relate to the trainee by recording this relationship in his/her daily log.
3. The trainee will demonstrate an understanding of the trainee's role and that of the managing co-ordinator and the host through participation in small group discussion and by recording the relationship in the daily log.
4. The trainee will demonstrate an understanding of the inter-relationships of the workplace and the classroom training through a questions and answer session (small or large group).
5. The trainee will demonstrate the ability to explain the use and importance of the log book through discussion and through keeping a daily log.
6. The trainee will demonstrate an underatanding of logistic objectives such as attendance, collecting IU. or support payments, calssroom supply needs, locker requirements, campus regulations, etc., by adhering to the guidelines set by the co-ordinators.

JOB IDENTIFICATION MODULE 2.1

GENERAL OBJECTIVE

The trainee will identify and set realistic occupational goals and will form a realistic plan for the attainment of these goals.

SPECIFIC OBJECTIVES

1. Using the information recorded in self assessment and interest survey the student will construct a self profile which analyzes and evaluates self in terms of capabilities, preferences, and aptitude.
2. The trainee will relate the self profile to possible jobs that correspond to interest skills and personality type.
3. The trainee will show the ability to investigate job requirements and specifications by choosing one possible job and identifying requirements and for that job.
4. The trainee will identify realistic job goels based on the above.
5. The trainee will identify/assess behaviors and skills relevant to job goals through library research and/or interviews.
6. The trainee will match his/her own behaviors and skills with job goals.

MODULE 2.2 JOB SEARCH

GENERAL OBJECTIVES: The trainee will be able to use the skills necessary to find and obtain employment.

SPECIFIC OBJECTIVES:

1. The trainee will show the ability to identify employment leads by finding a minimum of three and by explaining why these leads are appropriate to him/her according to the trainee's self profile.
2. The trainee will show the ability to identify and use appropriate federal, provincial, and municipal programs in the employment search by using these agencies to identify leads.
3. The trainee will show the ability to conduct research on potential employers.
4. The trainee will show the ability to prepare a personal resume by preparing a neat clear resume of about two pages that states the trainee's particulars, the job goals, qualifications, other strengths, and pertinent personal data. This resume should be acceptable to the co-ordinator and the host.
5. The trainee will show his ability to answer an application form clearly and accurately by completing an application form for the host.
6. The trainee will show his ability to prepare letters of application by preparing a letter of apllication that clearly states the position interested in a few highlights that suggest qualification for the job, and a polite request for an interview.
7. The trainee will show an understanding of the advantages and disadvantages of the direct telephone approach by participating in a discussion and by recording in log book the same.
8. The trainee will show the ability to identify typical job interview structures and expectation through analysis and discussion of case studies and role play.
9. The trainee will show ability to identify and prepare answers to anticipate interview questions by doing so for case studies and host interview.
10. The trainee will show the ability to evaluate techniques used in job search identifying the strengths and weaknesses through discussion in small groups and with co-ordinator and decide which suit his goals and personality.
11. The trainee will show the ability to conduct job interview follow-up activities by using these activities in role play situations and by using and appropriate follow-up for the host interview.

MODULE 3.1 LEARNING SKILLS

GENERAL OBJECTIVES: The trainee will demonstrate the ability to use competencies in different learning skills likely to be required in the work place.

SPECIFIC OBJECTIVES:

1. The trainee will show the ability to identify and access sources of print material-libraries, workplace libraries, college, government publications, etc. by using the appropriate source to locate relevant print material information sources relate to at least 1 job search and 1 work related activity.

2. The trainee will demonstrate the ability to extract specific information efficiently from books, pamphlets, papers, magazines and manuals (ie. use index, find key words and phrases) by extracting relevant information from appropriate information sources (3.1.1.) related to job search and/or work related activities.

3. The trainee will demonstrate the ability to organize notes in a coherent logical fashion by organizing notes for oral and written reports on a work related activities.

4. The trainee will demonstrate the ability to develop structural outlines using point form notes by outlining the main idea and supporting details when researching information related to 3.1.1. to 3.1.3. and making outline notes of guest speaker presentations.

5. The trainee will demonstrate the ability to observe demonstrations, work processes, video materials and recognize and remember skill content by his/her mastery of the various skills presented in this manner.

6. The trainee will demonstrate the ability to draw simple diagrams and flow charts to illustrate processes or concepts by doing same to explain a process to a peer, supervisor and or customer.

7. The trainee will demonstrate the ability to apply basic listening techniques (ie. concentrate on listening and make written and mental notes for review) by listening to speakers, teachers and films,etc. on various skills and by making accurate, concise notes which outline the main ideas and important details.

8. The trainee will demonstrate the ability to develop personal plans for learning requirements by setting direction for learning after self assessment (1.2.5.) and after each performance assessment interview and by making a career goal plan (2.1.1, 2.1.4-6).

MODULE 3.2 THINKING SKILLS

GENERAL OBJECTIVES

The trainee will demonstrate the ability to approach various workplace problems methodically and effectively and plan and evaluate alternative courses of action.

SPECIFIC OBJECTIVES

1. The trainee will demonstrate the ability to identify types of problems, likely to be encountered in the workplace, that are within the scope of the individual's responsibility by identifying and producing a plan to solve a workplace problem.
2. The trainee will demonstrate the ability to distinguish between immediacy and importance in short term and long term problem situations by categorizing problem situations.
3. The trainee will demonstrate the ability to use a variety of problem solving techniques such as listening, prioritizing comparing and contrasting, brainstorming, etc. through group discussions.
4. The trainee will demonstrate the ability to evaluate the results of a specific plan of action used to solve a problem by evaluating a case study.
5. The trainee will demonstrate the ability to use an orderly approach to solving a specific individual problem commonly encountered in the workplace by producing and carrying out a plan to solve a workplace problem - (role play or real).
6. The trainee will demonstrate the ability to seek out assistance and participate in solving a problem in a group situation during classroom projects and during on-the-job training.

MODULE 3.3 COMMUNICATION

GENERAL OBJECTIVE: The trainee will demonstrate a level of communication skills appropriate to ability and adequate to meet demands of the workplace.

SPECIFIC OBJECTIVES:

1. The trainee will demonstrate the ability to interpret written instructions and requests by performing tasks (filling out forms, applications, assembling parts, work orders, inventory etc.) from written instructions.

2. The trainee will demonstrate the ability to read and complete a variety of forms accurately and legibly by completing such forms (applications, work orders, bills, income, statements, etc.) in the classroom and the workplace.

3. The trainee will demonstrate the ability to make notes for his/her own use by preparing for oral and written reports, by making review study notes, and by making personal memos.

4. The trainee will demonstrate the ability to write short point form memoranda, requests notes and instructions in clear fashion by doing same in classroom trials and during on job training.

5. The trainee will demonstrate the ability to speak audibly and provide verbal explanations of processes, or events one-to-one or to a small group in an informal setting.

6. The trainee will demonstrate the ability to phrase clear questions about work related matters through prepartation for interviews, through role play situations and through classroom follow-up of on the job learning.

7. The trainee will demonstrate the ability to conduct a verbal negotiation through role play situations.

8. The trainee will demonstrate the ability to use verbal techniques for persuasion through role play situations.

9. The trainee will demonstrate the ability to listen effectively and to follow verbal instructions through role play and through following the instructions of the instructors.

10. The trainee will demonstrate the ability to use effective telephone techniques through role play of work situations and through work experience.

11. The trainee will demonstrate the ability to give and receive feedback using self disclosure and active listening through participation and direction setting during performance assessment interviews.

MODULE 3.4 HOW TO GET ALONG WITH PEOPLE IN THE WORKPLACE

GENERAL OBJECTIVES: The trainee will be able to apply different human relations skills appropriately in the workplace.

SPECIFIC OBJECTIVES: Upon successful completion of this module the trainee will demonstrate the ability to:

A) Relate appropriately with Supervisors through:
  1. Accepting supervisor's direction, task evaluation and performance evaluation.
  2. Avoiding/resolving conflict with the supervisor.
  3. Consultation with supervisor to resolve work related problems.

B) Relate with subordinates by:
  1. Describing supervisor's role and responsibility.
  2. Describing basic techniques of good supervision: giving direction, demonstrations, checking performance, giving feefback, fair assignments, settling problems, criticising.

C) Relate with co-workers by:
  1. Relating socially with co-workers.
  2. Acting as a responsible member of a team.
  3. Co-operating with co-workers.
  4. Avoiding/resolving conflict with co-workers.

D) Relate with customers by:
  1. Dealing with routine customer transactions.
  2. Dealing with problem situations involving customers.
  3. Presenting desired company image to customers.

E) Understand Self by:
  1. Establishing appropriate priorities with respect to personal and occupational responsibilities.

MODULE 3.5 SELF-EMPLOYMENT

GENERAL OBJECTIVES: The trainee will gain an appreciation of the requirements for self employment.

SPECIFIC OBJECTIVES:

1. The trainee will demonstrate the ability to summarize in written form the rewards of success in self employment/small business.

2. The trainee will demonstrate the ability to summarize in written form the risks involved in self employment/small business.

3. The trainee will demonstrate an understanding of the common reasons for failure in self employment/small business by outlining same in written form.

4. The trainee will demonstrate an understanding of the initial steps for beginning self employment/small business by listing five.

5. The trainee will demonstrate an understanding of the elements of financial planning for self employment/small business by list and explaining two.

6. The trainee will demonstrate a knowledge of the uses of profits from self employment/small business by listing and explaining three.

7. The trainee will demonstrate a knowledge of sources of information and training for engaging in self employment/small business by locating five sources.

MODULE 4.1 WORKPLACE SUPPORT SYSTEMS

GENERAL OBJECTIVES: The trainee will be able to use workplace support systems available to the individual.

SPECIFIC OBJECTIVES: Upon successful completion of this module the trainee will demonstrate the ability to:

1. Know and understand typical services provided to employees by employers - ie. lead hands, supervisors, personnel/industrial relations departments, health services, etc., by identifying and outlining the service's required.

2. Know and understand the role and responsibilities of unions and list those responsibilities.

3. Know and understand federal, provincial, municipal and community agencies for assistance in workplace related problems and will use these services when appropriate.

4. Know and understand available income support programs;- unemployment insurance, Canada pension, etc., and will use these services when appropriate.

5. Know and understand provincial and community health services and use these services when appropriate.

6. Know and understand federal, provincial and community agencies providing job related training and list their requirements.

MODULE 4.2 ETHICAL BEHAVIOR

GENERAL OBJECTIVES

The trainee will be able to understand ethical behaviors necessary for success in the workplace.

SPECIFIC OBJECTIVE

1. The trainee will show the ability to describe acceptable ethical practices in the workplace through case study.
2. The trainee will show the ability to list some common ethical dilemmas in the workplace.
3. The trainee will show the ability to examine and understand own prejudices (race, sex, age, nation origin) and the consequences of their overt expression.
4. The trainee will show the ability to identify the consequences to an individual of unethical actions through discussion.
5. The trainee will show the ability to discuss how to cope with clashes of principles.
6. The trainee will show the ability to formulate own code of behavior in relation to specific issues and dilemmas likely to be encountered in the workplace through his actions.

/

MODULE 4.3 - TECHNOLOGY IN THE WORKPLACE

GENERAL OBJECTIVE: The trainee will be able to understand the basis of technology and its relationship to the workplace.

SPECIFIC OBJECTIVES: Classroom

4.3.1 The trainee will show his ability to explain what constitutes scientific method by listing the elements of the scientific process.

4.3.2 The trainee will be able to show his ability to explain some common scientific discoveries applied to practical uses by explaining use of at least one common scientific discovery discussed in class ie. combustion.

4.3.3 The trainee will be able to show his ability to explain economic factors leading to decision to introduce technology in the workplace through discussions on labor costs, employee absences, and foreign competition, etc.

4.3.4 The trainee will show his ability to outline technologies commonly in use in the workplace: -eg. chemical industry processes.

4.3.5 The trainee will show his ability to state positive personal effects of specific applications of technology in group discussions of reports on safety, quality, productivity, elimination of boredom etc.

4.3.6 The trainee will show his ability to give examples of negative effects of new technology on persons in the workplace through discussion and on paper.

4.3.7 The trainee will show his ability to state and illustrate the historical development of science through discussion and on paper.

SPECIFIC OBJECTIVES: WORKPLACE

The trainee will show the ability to do the following through the mandatory activities explained on page 4 of next section.

A) Report on three applications of technology in your work place.

B) Visit a workplace or institution which has some state-of-the-art automated equipment installed. Obtain and read material related to it and write a brief report.

C) Obtain and read three articles or papers about the microchip and its application.

MODULE 4.4 -COMPUTER ORIENTATION

GENERAL OBJECTIVES: The trainee will be able to describe potential/actual applications of the computer in the workplace.

SPECIFIC OBJECTIVES : CLASSROOM

By performing the following skills in class the trainee will show the ability to:

4.4.1 Explain in simple terms how the computer works.

4.4.2 Identify and define common computer terminology.

4.4.3 Identify computer components.

4.4.4 State common uses of computers in the workplace- purpose/advantages:

1. Word Processing applications
2. Spreadsheet applications
3. Data base applications
4. Control applications

4.4.5 Boot disk/cassette into computer.

4.4.6 Load and run a simple program.

4.4.7 Explain the structure of a simple program in BASIC.

4.4.8 Troubleshoot elementary equipment problems.

SPECIFIC OBJECTIVES: WORKPLACE

The trainee will show the ability to do the following through the Mandatory Activities

A) Identify types of computers ued in assigned workplace. List and describe.

B) Identify uses of computers in assigned workplace - eg. accounting, CNC, word processing etc.. List and describe.

C) Observe computers in use in assigned workplace. Describe uses.

D) Identify computer services supplied to workplace by outside agencies - eg. payroll, etc..

MODULE 5.1 WORKPLACE ADJUSTMENT SKILLS

GENERAL OBJECTIVES

The trainee will gain an understanding of the characteristics and requirements of the workplace.

SPECIFIC OBJECTIVES

1. The trainee will demonstrate the ability to outline dress and grooming requirements for common workplaces and demonstrate through his/her own appearance an understanding of dress requirements.

2. The trainee will display an appreciation of time keeping requirements for the workplace by:

   a) Explain importance of punctuality and attendance.
   b) Listing problems leading to poor time keeping.
   c) Listing techniques for notifying supervisor of anticipated lateness or absense.

3. The trainee will demonstrate the ability to explain general work rules of workplace by:

   a) Listing how to find out about rules.
   b) Listing importance of compliance.

4. The trainee will demonstrate an understanding of work quantity standards by defining piece work and flat rate.

5. The trainee will demonstrate an understanding work quality standards by defining guarantee warrantees and listing inspection procedures.

6. The trainee will demonstrate an understanding of the importance of maintaining an orderly workplace by explaining the effects of disorder on safety appearance efficiency.

7. The trainee will demonstrate an understanding of the importance of conserving materials and equipment by calculating the cost of three instances of waste.

MODULE 5.2 WORKPLACE SYSTEMS

GENERAL OBJECTIVES

The trainee will be able to appreciate the complexities and difficulties of operating a business.

SPECIFIC OBJECTIVES

Upon successful completion of this module the trainee will demonstrate the ability to:

1. Explain importance of factors involved in running a business.

    a) Deciding product to be sold.
    b) Choosing location.
    c) Acquiring capital - borrowing (loans, bond)
                       - equity (common, preferred)
    d) Employing people.
    e) Buying materials.
    f) Calculate direct costs, indirect cost.
    g) Selling product.
    h) Calculating profit/loss.
    i) Use of profit/loss.
    j) Effects of competition.

2. Understand basic business organizational structures - company, sole proprietor, partnership by producing an outline of same.

3. Understand organization as structure for direction and as structure for communication by explaining same and by participating in discussions.

4. Understand the need for specialization and teamwork among specialists/specialist departments by explaining the relationship and relating to that relationship during the program.

5. Define productivity and its effect on the business.

6. Explain basic factors involved in contracts, warrantees by explaining a contract related to on-the-job situations.

7. Understand union organization by outlining same in log book.

MODULE 5.3 SAFETY IN THE WORKPLACE

GENERAL OBJECTIVES

The trainee will be able to apply basic principles and techniques of work safety and hygiene.

SPECIFIC OBJECTIVES

Upon successful completion of this module the trainee will demonstrate the ability to:

1. Outline and apply simple First Aid techniques.
2. Outline and apply fire prevention measures.
3. State dangers of electrical shock and techniques for avoiding.
4. Recognize the labelling systems used for dangerous substances - poisons, flammables, explosives, etc.
5. Recognize common causes of accidents and how to avoid them.
6. State standard safety precautions in the workplace.
7. Demonstrate proper lifting techniques.
8. State health, dress, grooming and hygiene requirements for personal and product safety in various workplaces.
9. Summarize the major thrusts of the occupational health and safety acts in own province/territory.

Appendix C

CLOZE Reading Tests

CANADA'S FIRST CAR

Canada's first car was a steam-powered buggy built by Henry Seth Taylor. In 1876 at Stanstead, Quebec, __(the)____ car made its first (trip)____.

Taylor's steam buggy was ___(a)_____ beautiful vehicle. It had ____(a)____ trim body with a __(big)____ padded leather seat for __(the)____ driver. The body was (mounted) on high buggy wheels _(with)___ long slender spokes. A _(steam)__ boiler made of shiny _(steel)___ sat at the back ___(of)____ the car. A water _(tank)____ on the front axle _(was)_____ connected to the boiler __(by)_____ two rubber tubes. Water ___(in)____ the steam boiler was _(heated) until it formed steam. (Then)___ pressure from the expanding _(steam)__ forced the motor to (start)____.

The motor had bright _(brass)___ cylinders.

The car was (steered) with a stick, called ___(a)_____ tiller. This steering stick (worked) well when the car _(was)____ driven on flat, straight __(roads). Taylor's invention didn't have _(brakes). The car ran slowly (and)_____ the roads were very (rutted), so Taylor didn't bother (with)___ brakes.

Usually the car __(ran)____ very well. But a (steam)__ hose broke on its _(first)___ public demonstration, and Taylor __(had)____ to push the car (home)___. This made people feel __(that)__ this vehicle would never (replace) the horse and buggy. _(Later), Taylor was driving the __(car)____ down a hill when ___(it)_____ gathered speed and ended __(up)_____ in a ditch. The (buggy)__ was badly damaged and _(Taylor)_ didn't repair it.

The __(car)____ was discovered in 1960 __(and)_____ restored to its original (working) condition, by an automobile (collector). Using a single photo, _(the)_____ collector, Richard Stewart, restored __(the)____ buggy, finding to his (delight) that the brass cylinders _(were)____ uncracked, and that the (engine)__ needed no parts replaced. A new boiler and wheels had to be manufactured, and the buggy was also equipped with brakes. It was put on display in 1969 at the Ontario Science Centre in Toronto.

THE MOST EXCITING MOTOR SPORT NAME__________________

Automobiles are raced in three different ways- drag races, track races and, most exciting of all, road races.

A drag race is (a) test of the acceleration, (or) speed-gaining ability, of cars. (Pairs) of automobiles charge away (from) a standing start and (race) in a straight line, (usually) for a quarter of (a) mile.

Track-racing cars speed (round) and round an oval (track). During each lap, or (trip) around the track, the (cars) accelerate along two straights (and) slide through four banked (turns) which connect them. The (straights) are equal in length, (and) the turns are the (same) size and shape.

Unlike (straight) drag strips and banked (ovals), road-racing courses are built (to) imitate winding country roads. (They) include several straight sections (of) varying length, many turns (of) different size and shape, (and) rolling hills as well. (The) road racers thunder over (the) straights, dart in and (out) of the twisting turns, (and) roar down the hills, (just) as they would if (they) were to race on (the) open road. Because road (racing) requires a greater variety (of) driving skills than either track or drag racing, it (is) a bigger challenge to (both) drivers and cars.

Road-racing (cars) are better all-round performers (than) specialized track and drag cars. While dragsters can accelerate (faster) than road cars and (many) track cars have higher (top) speeds, versatile road cars (accelerate) almost as fast as (dragsters), reach nearly the speed (of) track cars on the (straights), and hustle through a (variety) of turns as well.

To be capable of such (performance), road-racing automobiles must be (more) complicated than other racing (cars). Their transmissions - gear systems which transmit power from engine to the wheels- are more complex than those of track and drag cars.

Appendix D

Overview of Program Given to Trainee Applicants and Host Site Employers

INTEGRATED LITERACY AND AUTOMOTIVE
SKILLS PROGRAM FOR YOUTH

The University of Manitoba ILASPY program was started in order to assist unemployed youth in getting employment. The program is open to youth between the ages of 16 and 24 who have been out of school for at least three months. This will take place over ten months. It will start in September and go to early July.

There are two main parts to the program: the classroom training and the on-the-job training. The first four weeks will take place in the classroom at the university. At this time the trainee will receive instruction in skills of communications (listening, speaking, reading, and writing), mathematics, and interviewing techniques. They will become familiar with practices of the workplace, safety rules and practices and basic tools and equipment. The remaining nine months will be mainly hands-on instruction in an automotive situation. During this time the trainee will spend 4 days each week in the workplace, working a full day shift. One day each week, Wednesdays, each trainee will attend classes in automechanics and computer literacy.

The two parts, Classroom training and Workplace training, will provide training for youth who wish to gain proper knowledge and automotive skills.
The goals are:

1. to provide the on-the-job training that is needed to get employment in the automotive field
2. to study possible career directions and prepare for employment in mechanical repairs
3. to improve life and communication skills on the job. This includes speaking, reading/writing (forms, bills, job search techniques) computation (handling of cash, metrics) and listening
4. to provide the chance to work independently or as a member of a team, on the job.

Appendix E

Additional Overview for Host Site Employers

Duration of Programe;

10-11 months Oct.7,1985 to July 1986.

on-the-job training Nov.-July

Mon,Tues,Thurs,Friday at host site

Wednesday-- classes at the University

Aspects of the Programe:

The trainee will be expected to;

Act as a regular employee
be dependable & reliable
be on time
not leave work early
be responsible to work
make an effort to learn automotive practices

The Host will:

provide and supervise on-thejob training
treat the trainee as a regular employee
discuss the trainee's progress from time to time with the project staff

Project Staff will;

supervise the trainee twice a month
do all the paperwork
be a liason for all parties involved

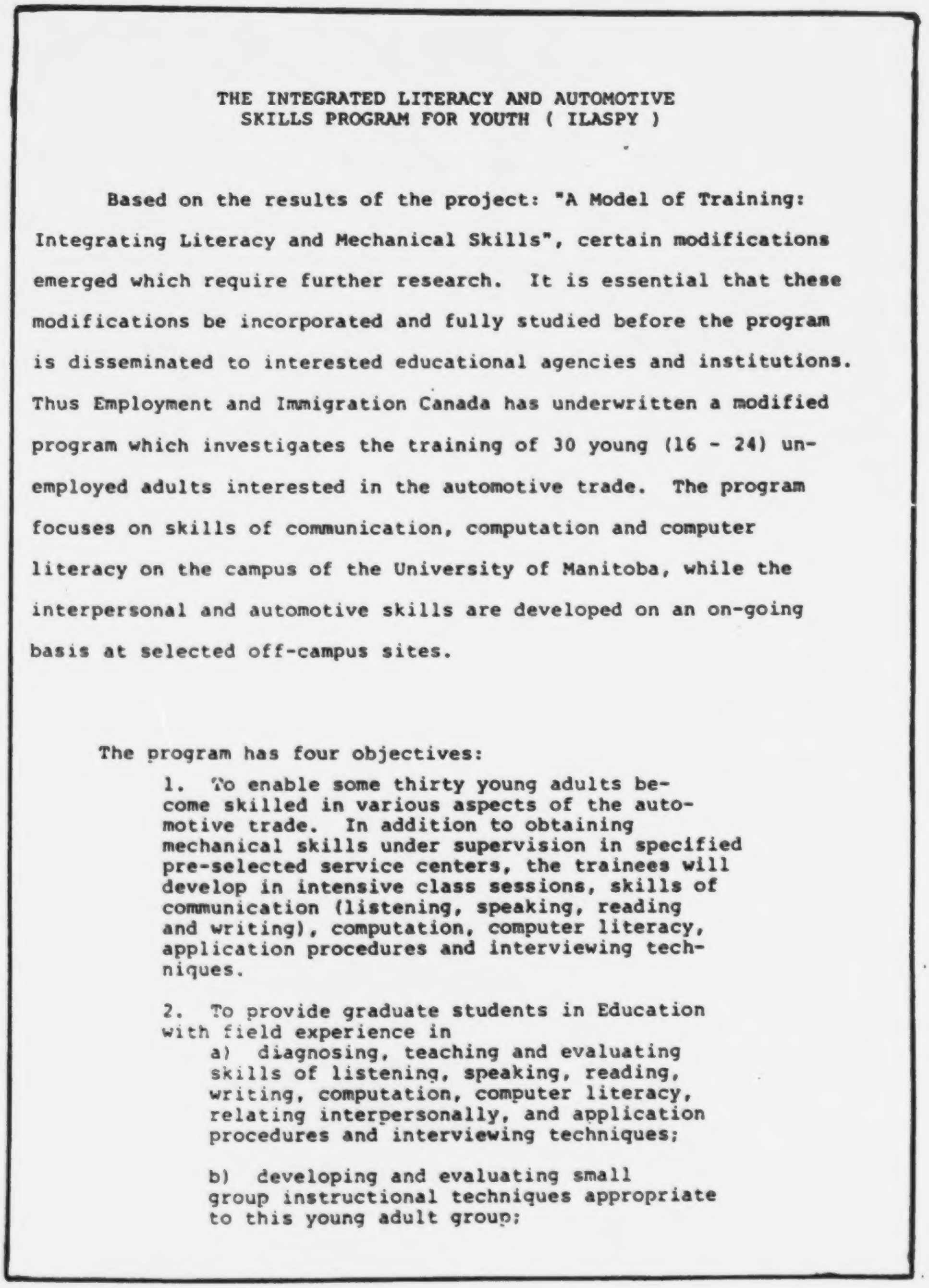
Government will provide:

training allowance
workman's compensation
some supervision

* If you are aware of other businesses who would like to participate please let us know--telephone- 474-8461

Appendix F

Overview Given to the Academic Community



THE INTEGRATED LITERACY AND AUTOMOTIVE SKILLS PROGRAM FOR YOUTH (ILASPY)

Based on the results of the project: "A Model of Training: Integrating Literacy and Mechanical Skills", certain modifications emerged which require further research. It is essential that these modifications be incorporated and fully studied before the program is disseminated to interested educational agencies and institutions. Thus Employment and Immigration Canada has underwritten a modified program which investigates the training of 30 young (16 - 24) unemployed adults interested in the automotive trade. The program focuses on skills of communication, computation and computer literacy on the campus of the University of Manitoba, while the interpersonal and automotive skills are developed on an on-going basis at selected off-campus sites.

The program has four objectives:

1. To enable some thirty young adults become skilled in various aspects of the automotive trade. In addition to obtaining mechanical skills under supervision in specified pre-selected service centers, the trainees will develop in intensive class sessions, skills of communication (listening, speaking, reading and writing), computation, computer literacy, application procedures and interviewing techniques.

2. To provide graduate students in Education with field experience in
    a) diagnosing, teaching and evaluating skills of listening, speaking, reading, writing, computation, computer literacy, relating interpersonally, and application procedures and interviewing techniques;

    b) developing and evaluating small group instructional techniques appropriate to this young adult group;

c) relating to personnel in vocational area, and assessing and reporting in oral and written forms on the trainees' progress in the mechanical skills area.

3. To complete research into the efficacy of a model of training which integrates the intensive in-class training in skills of literacy, computation, computer literacy and interpersonal relations, with on-the-job training skills in automotive skills.

4. To finalize the development of resource materials, and operational and implementational manuals.

Trainees: Using a set of pre-determined criteria approximately thirty young adults ages 16-24 have been selected from those who have been selected from those who responded to advertisements placed in local newspapers and in the Unemployment Offices in Winnipeg.

Duration of Project: October 1985 to July 1986

- Project is sponsored for $109,000.00 by the Job Entry Program of the Employment and Immigration Canada.
- There is also approximately $99,000.00 training allowance available to the trainees participating in this project.

Project Directors:

O. Cap, Ph.D.
O.S. Trosky, Ph.D.
Faculty of Education
University of Manitoba
Winnipeg, Manitoba
R3T 2N2

Appendix G

ILASPY Application Form

NOTE: Completion of this application does not guarantee acceptance in the Training Program. Each application will be assessed on its individual merits based on program criteria.

1. FULL LEGAL NAME (PRINT)

____

FIRST INITIAL LAST

2. PRESENT ADDRESS (PRINT)

____________________ ____________________

STREET P. O. BOX

____________________ ____________________

TOWN/CITY POSTAL CODE

3. TELEPHONE NUMBER ____________________

4. SOCIAL INSURANCE NUMBER ____________________

5. MANITOBA HEALTH NUMBER ____________________

6. ARE YOU BETWEEN 16 AND 24 YEARS OF AGE? YES ____ NO ____

7. ARE YOU A: CANADIAN CITIZEN ☐ LANDED IMMIGRANT (COPY OF PAPERS MUST BE PROVIDED) ☐

8. a) AT TIME OF APPLICATION, WILL YOU HAVE LIVED IN MANITOBA FOR A MINIMUM OF 12 CONSECUTIVE MONTHS? YES ____ NO ____

   b) DO YOU HAVE PARENT(S)/GUARDIAN(S)/SPOUSE WITH A PERMANENT ADDRESS IN MANITOBA? YES ____ NO ____

   c) IF YES, IS THEIR ADDRESS THE SAME AS YOURS YES ____ NO ____

9. PLEASE INDICATE YOUR HIGHEST EDUCATION LEVEL:

SCHOOL/EDUCATIONAL INSTITUTION	HIGHEST LEVEL/ GRADE COMPLETED	YEAR COMPLETED

10. ARE YOU PRESENTLY ENROLLED IN ANY EDUCATIONAL PROGRAM?

YES ☐ NO ☐

IF YES, PLEASE INDICATE WHERE AND FOR WHAT COURSE.

____

IF NO, PLEASE INDICATE WHAT DATE YOU LEFT SCHOOL ____________________.

11. WHAT SPECIFIC SKILLS HAVE YOU OBTAINED THROUGH PREVIOUS WORK OR VOLUNTEER EXPERIENCE?

____

____

12. HAVE YOU TAKEN ANY COURSES IN MECHANICS? YES ____ NO ____

IF SO, NAME THEM ________________________________

____

13. HAVE YOU PARTICIPATED IN A PREVIOUS JOB TRAINING PROGRAM? ______

IF YES, PLEASE INDICATE TYPE AND LOCATION. ____________________

____

14. WHO INITIATED APPLICATION TO THIS PROGRAM? ____________________

15. WHY WOULD YOU LIKE TO BE PART OF THIS PROGRAM? ________________

____

____

16. DO YOU HAVE A DRIVER'S LICENSE? ____________________________

17. HAVE YOU EVER BEEN UNDER BOND? _____________________________

18. HAS BOND EVER BEEN REFUSED? ______________________________

19. EMPLOYMENT REFERENCES (BEGINNING WITH LAST EMPLOYER, THEN NEXT TO LAST, ETC.)

NAME OF EMPLOYER____________________ POSITION HELD_______________

ADDRESS _________________________ MANAGER'S NAME_________________

EMPLOYED FROM ___________________ TO ___________________________

SALARY: _____________________ REASON FOR LEAVING__________________

____

MAY WE CONTACT THIS EMPLOYER? YES _____ NO _____

---

NAME OF EMPLOYER ___________________ POSITION HELD________________

ADDRESS__________________________ MANAGER'S NAME_________________

EMPLOYED FROM____________________ TO____________________________

SALARY____________________ REASON FOR LEAVING ____________________

MAY WE CONTACT THIS EMPLOYER? YES_____ NO _____

---

20. HAVE YOU HAD ANY MECHANICAL EXPERIENCE NOT ALREADY LISTED?

____

NAME OF COMPANY:_________________ ADDRESS________________________

APPROXIMATE DATES OF EMPLOYMENT: ________________________________

POSITION HELD ____

HAVE YOU HAD PREVIOUS EMPLOYMENT WITH THIS COMPANY? ______________

DEPARTMENT: _______________ APPROXIMATE DATES OF EMPLOYMENT: _____

____

21. WHAT IS THE PRESENT CONDITION OF YOUR HEALTH? ____________________

22. HAVE YOU HAD ANY INDUSTRIAL ACCIDENTS RELATING TO THE JOB APPLIED FOR? PLEASE EXPLAIN. ____________________

23. HOW MUCH TIME HAVE YOU LOST DUE TO ILLNESS, IN THE LAST TWO YEARS? ____________________

24. DO YOU HAVE ANY PHYSICAL HANDICAPS OR HEALTH CONDITIONS AFFECTING THE POSITION(S) APPLIED FOR? ____________________

ARE YOU WILLING TO TAKE A PHYSICAL EXAMINATION? ____________

GIVE THE NAMES AND ADDRESSES OF TWO PERSONS, NOT RELATIVES OR FORMER EMPLOYEES WHO CAN VOUCH FOR HONESTY, CHARACTER, AND HABITS. DO NOT LIST MINISTERS OF RELIGION:

NAME: ____________________ ADDRESS: ______________ KNOWN HOW LONG?_

NAME: ____________________ ADDRESS: ______________ KNOWN HOW LONG?_

COMMENTS:

I declare the above information to be true and correct.

SIGNATURE DATE

Appendix H

Analysis of Recruitment Interview

Student ______________________ **Date** ______________

APPEARANCE:

ATTITUDE (interest in program/occupation)

PERSONALITY:

VERBAL EXPRESSION:

INITIATIVE (extra-curricular):

TRANSPORTATION:

FINANCIAL SUPPORT:

GENERAL COMMENTS:

____

Coordinator's Signature

Appendix I

Eligibility Certification

1) NAME ______________________ PHONE ____________________
(PLEASE PRINT)

2) SOCIAL INSURANCE NUMBER ______________________

3) DATE OF BIRTH ________________ AGE ________

4) ARE YOU LEGALLY ENTITLED TO WORK IN CANADA?

YES ____ NO ____

5) LIST ALL THE JOBS YOU HAVE HELD IN THE LAST 12 MONTHS.

____

____

____

____

6) WHAT DATE DID YOU LEAVE SCHOOL? ______________(MONTH, YEAR)

7) WHAT GRADE WERE YOU IN WHEN YOU LEFT SCHOOL? ____________

8) WHAT IS THE NAME OF THE SCHOOL YOU LAST ATTENDED?

____

9) DRIVER'S LICENSE NUMBER ______________________

APPLICANT'S SIGNATURE ____________________________

DATE ______________________

9. 3/8 + 2/8 = ?

a) 5/16 b) 1/8 c) 6/64 d) 6/16 e) none of these

10. 2/5 - 1/4 = ?

a) 1 b) 7/20 c) 3/20 d) 1/20 e) none of these

11. 2/[illegible] x 4/5 = ?

a) 6/15 b) 6/8 c) 8/8 d) 8/15 e) none of these

12. 2/3 - 4/5 = ?

a) 5/12 b) 5/6 c) 12/10 d) 7/12 e) none of these

13. 24 % written as a fraction is:

a) 100/24 b) 24/24 c) 24/1 d) 6/25 e) none of these

14. 30 % of 360 is:

a)10.8 b) 1080 c) 108 d) 12 e) none of these

15. 2.5 % written as a decimal is:

a) 2.5 b) .025 c) 25.0 d) .0025 e) none of these

16. 24 is what percent of 480 ?

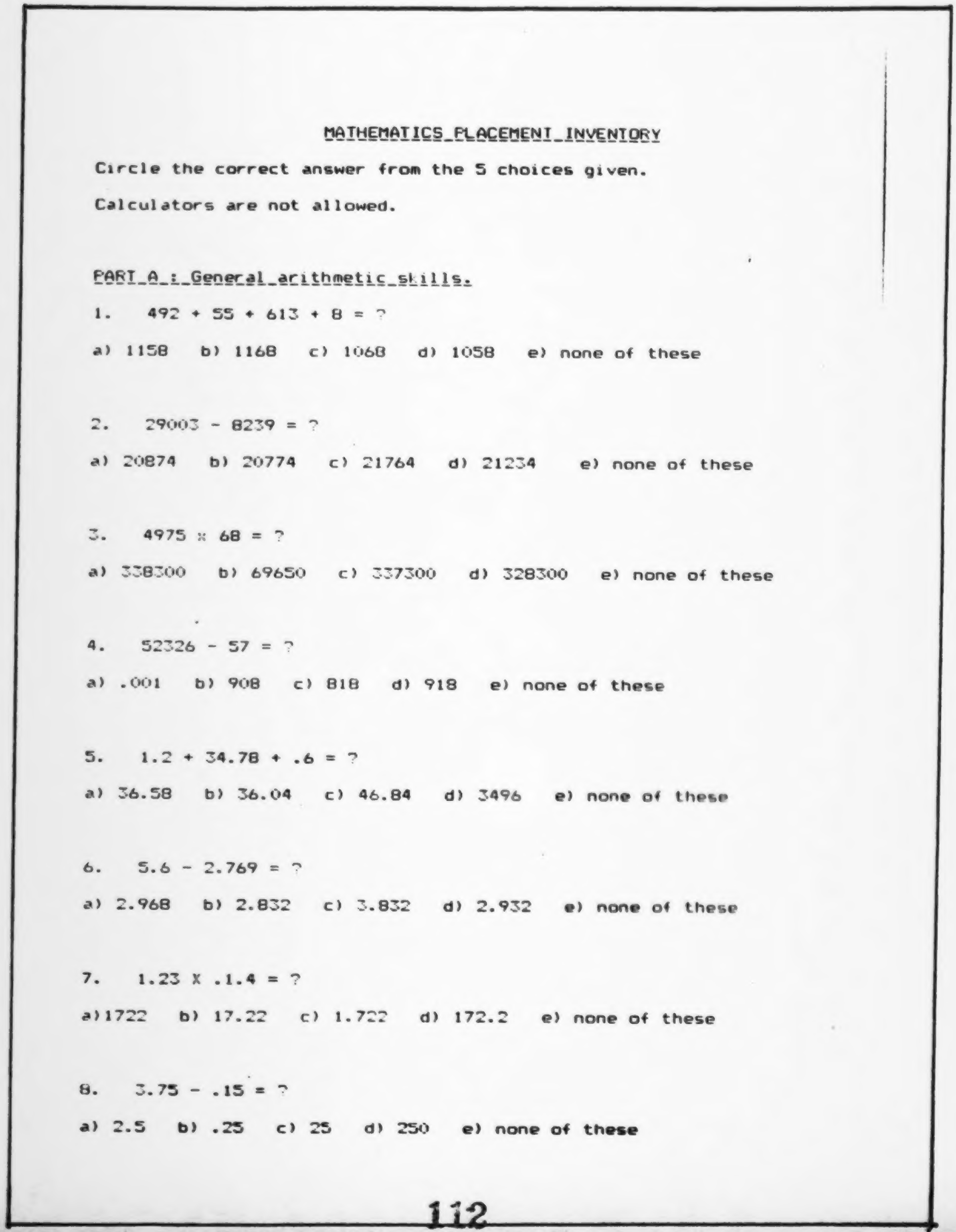
a) 5% b) 115.2% c) 20% d) 24% e) none of these

17. The digit 5 in the number 14397.2751 is in which place ?

a) tens b) hundredths c) tenths d) thousandths e) ones

Appendix J

Interview Mathematics Placement Inventory



MATHEMATICS PLACEMENT INVENTORY

Circle the correct answer from the 5 choices given.

Calculators are not allowed.

PART A : General arithmetic skills.

1. 492 + 55 + 613 + 8 = ?

a) 1158 b) 1168 c) 1068 d) 1058 e) none of these

2. 29003 - 8239 = ?

a) 20874 b) 20774 c) 21764 d) 21234 e) none of these

3. 4975 x 68 = ?

a) 338300 b) 69650 c) 337300 d) 328300 e) none of these

4. 52326 - 57 = ?

a) .001 b) 908 c) 818 d) 918 e) none of these

5. 1.2 + 34.78 + .6 = ?

a) 36.58 b) 36.04 c) 46.84 d) 3496 e) none of these

6. 5.6 - 2.769 = ?

a) 2.968 b) 2.832 c) 3.832 d) 2.932 e) none of these

7. 1.23 X .1.4 = ?

a)1722 b) 17.22 c) 1.722 d) 172.2 e) none of these

8. 3.75 - .15 = ?

a) 2.5 b) .25 c) 25 d) 250 e) none of these

18. Round off 23478.65 to the nearest hundred:

a) 24000 b) 23400 c) 23500 d) 23478 e) none of these

19. 10 x 23.75 = ?

a) 2375 b) 2.375 c) .2375 d) 237.5 e) none of these

20. 23.75 - 1000 = ?

a) .02375 b) .2375 c) 23750 d) 2375000 e) none of these

PART B : Problems

1. The perimeter of a square of sidelength 20 m. is ?

a) 40 m. b) 24 m. c) 80 m. d) 400 m. e) none of these

2. For the formula: A = 3 x R x R; if R = 6, then A = ?

a) 108 b) 36 c) 216 d) 366 e) none of these

3. A repair bill before taxes totals to $234.50. If the sales tax is 6%, what is the final bill?

a) $234.56 b) $14.07 c) $240.50 d) $248.57 e) none of these

4. 120 degrees is what fraction of a revolution ?

a) 120/1 b) 1/3 c) 2/3 d) 4/3 e) none of these

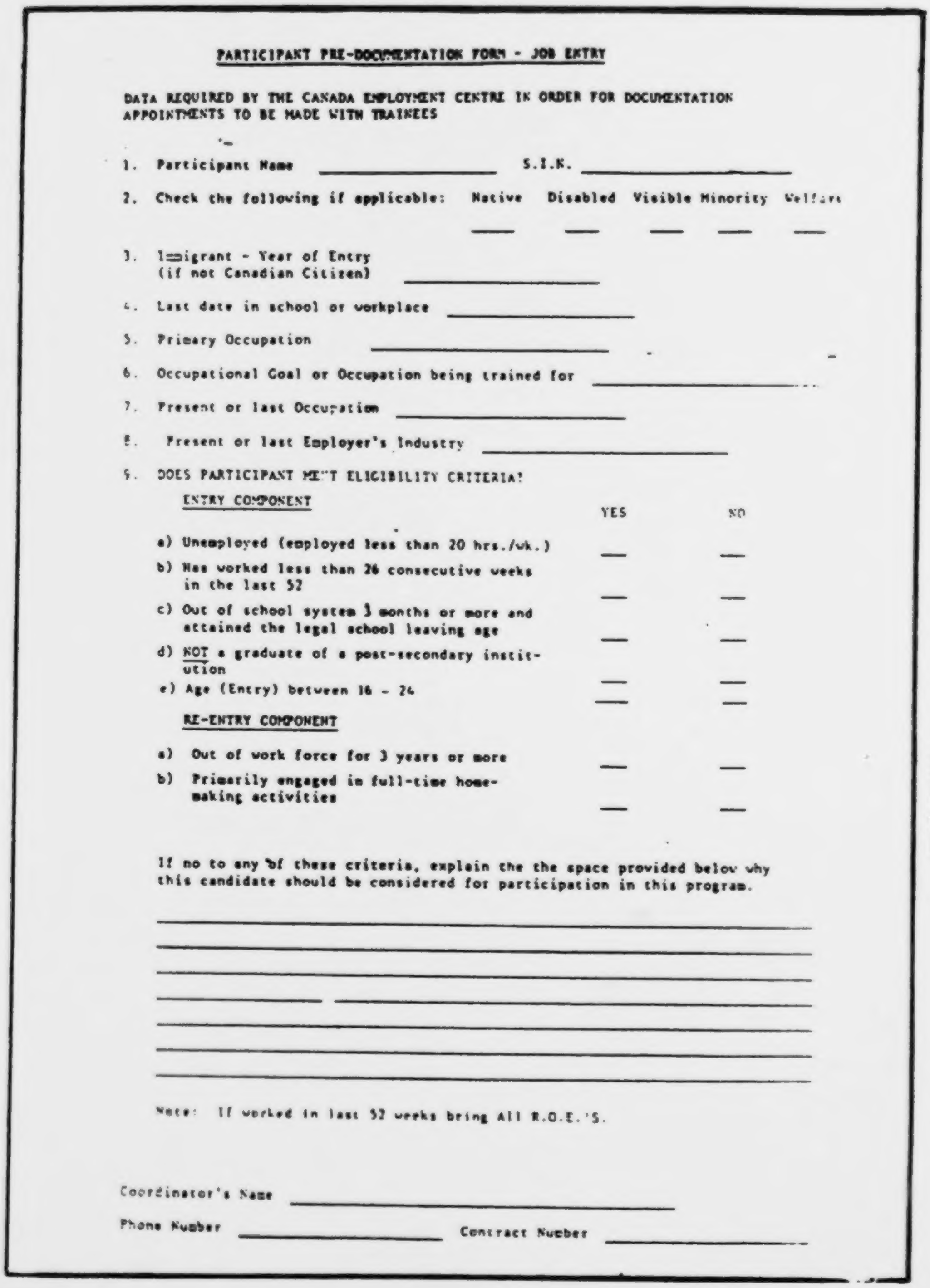
5. If each * is worth 5 thousand repaired cars, what is the difference in the number of cars repaired between the best and worst years?

```
                      *
              *       *       *
              *       *       *
              *       *       *           *
              *       *   *   *   *   *   *   *   *
              *   *   *   *   *   *   *   *   *   *
              *   *   *   *   *   *   *   *   *   *
            - + - + - + - + - + - + - + - + - + - +
       year 1976  77  78  79  80  81  82  83  84  85
```

a) 5 b) 7000 c) 35000 d) 25000 e) none of these

Appendix K

Participant Pre-Documentation Form - Job Entry



PARTICIPANT PRE-DOCUMENTATION FORM - JOB ENTRY

DATA REQUIRED BY THE CANADA EMPLOYMENT CENTRE IN ORDER FOR DOCUMENTATION APPOINTMENTS TO BE MADE WITH TRAINEES

1. Participant Name ____________________ S.I.N. ____________________

2. Check the following if applicable: Native ___ Disabled ___ Visible ___ Minority ___ Welfare ___

3. Immigrant - Year of Entry (if not Canadian Citizen) ____________________

4. Last date in school or workplace ____________________

5. Primary Occupation ____________________

6. Occupational Goal or Occupation being trained for ____________________

7. Present or last Occupation ____________________

8. Present or last Employer's Industry ____________________

9. DOES PARTICIPANT MEET ELIGIBILITY CRITERIA?

	YES	NO
ENTRY COMPONENT		
a) Unemployed (employed less than 20 hrs./wk.)	___	___
b) Has worked less than 26 consecutive weeks in the last 52	___	___
c) Out of school system 3 months or more and attained the legal school leaving age	___	___
d) NOT a graduate of a post-secondary institution	___	___
e) Age (Entry) between 16 - 24	___	___
RE-ENTRY COMPONENT		
a) Out of work force for 3 years or more	___	___
b) Primarily engaged in full-time home-making activities	___	___

If no to any of these criteria, explain the the space provided below why this candidate should be considered for participation in this program.

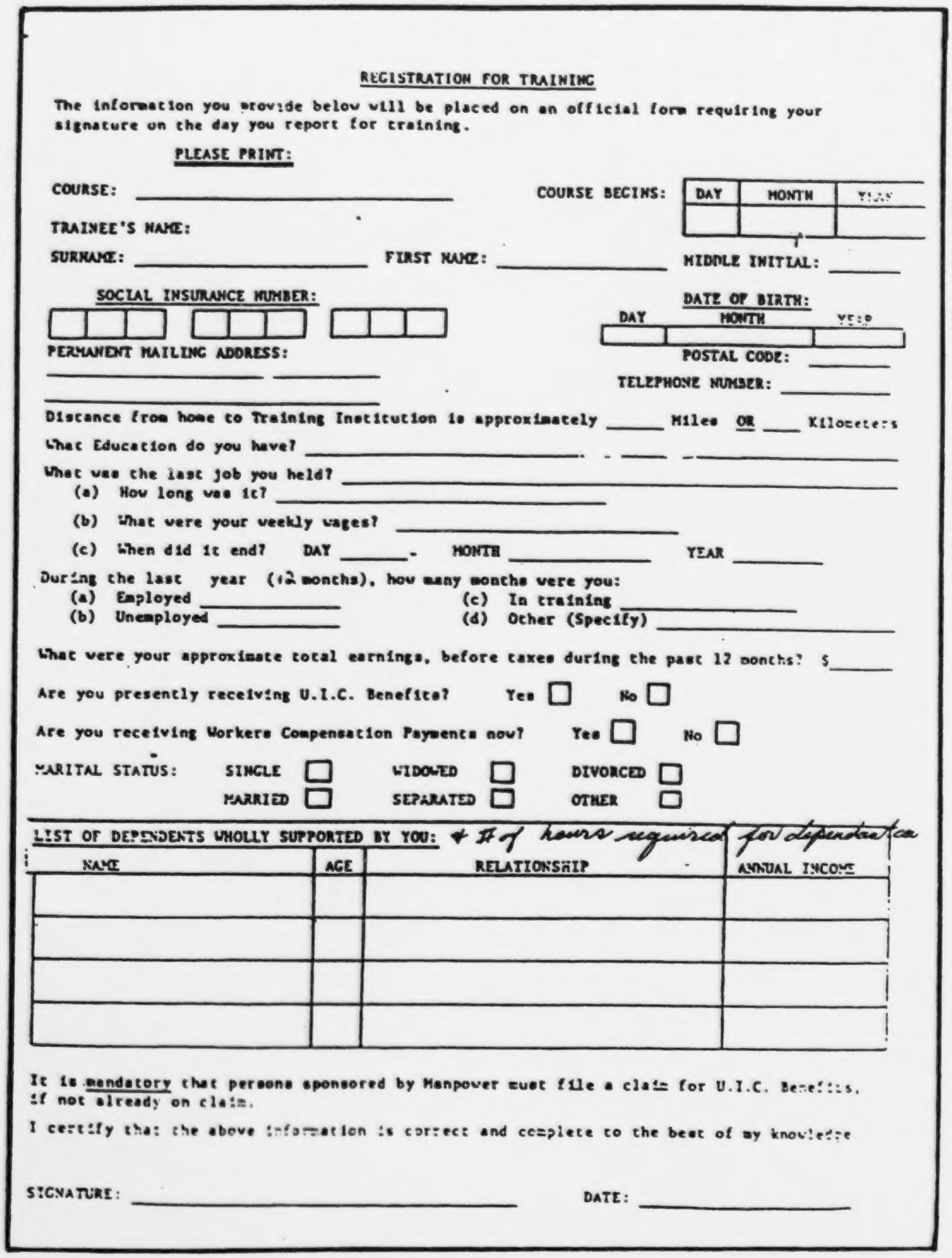
Note: If worked in last 52 weeks bring All R.O.E.'S.

Coordinator's Name ____________________

Phone Number ____________________ Contract Number ____________________

Appendix L

Registration For Training - Job Entry



REGISTRATION FOR TRAINING

The information you provide below will be placed on an official form requiring your signature on the day you report for training.

PLEASE PRINT:

COURSE: ______________________ COURSE BEGINS:

DAY	MONTH	YEAR

TRAINEE'S NAME:

SURNAME: ________________ FIRST NAME: ____________ MIDDLE INITIAL: _____

SOCIAL INSURANCE NUMBER: ☐☐☐ ☐☐☐ ☐☐☐

DATE OF BIRTH:

DAY	MONTH	YEAR

PERMANENT MAILING ADDRESS:

POSTAL CODE: ________

TELEPHONE NUMBER: ________

Distance from home to Training Institution is approximately _____ Miles OR ____ Kilometers

What Education do you have? ______________________

What was the last job you held? ______________________

(a) How long was it? ________________

(b) What were your weekly wages? ________________

(c) When did it end? DAY _______- MONTH __________ YEAR ________

During the last year (12 months), how many months were you:

(a) Employed __________ (c) In training __________

(b) Unemployed __________ (d) Other (Specify) __________

What were your approximate total earnings, before taxes during the past 12 months? $______

Are you presently receiving U.I.C. Benefits? Yes ☐ No ☐

Are you receiving Workers Compensation Payments now? Yes ☐ No ☐

MARITAL STATUS: SINGLE ☐ WIDOWED ☐ DIVORCED ☐

MARRIED ☐ SEPARATED ☐ OTHER ☐

LIST OF DEPENDENTS WHOLLY SUPPORTED BY YOU: + # of hours required for dependent care

NAME	AGE	RELATIONSHIP	ANNUAL INCOME

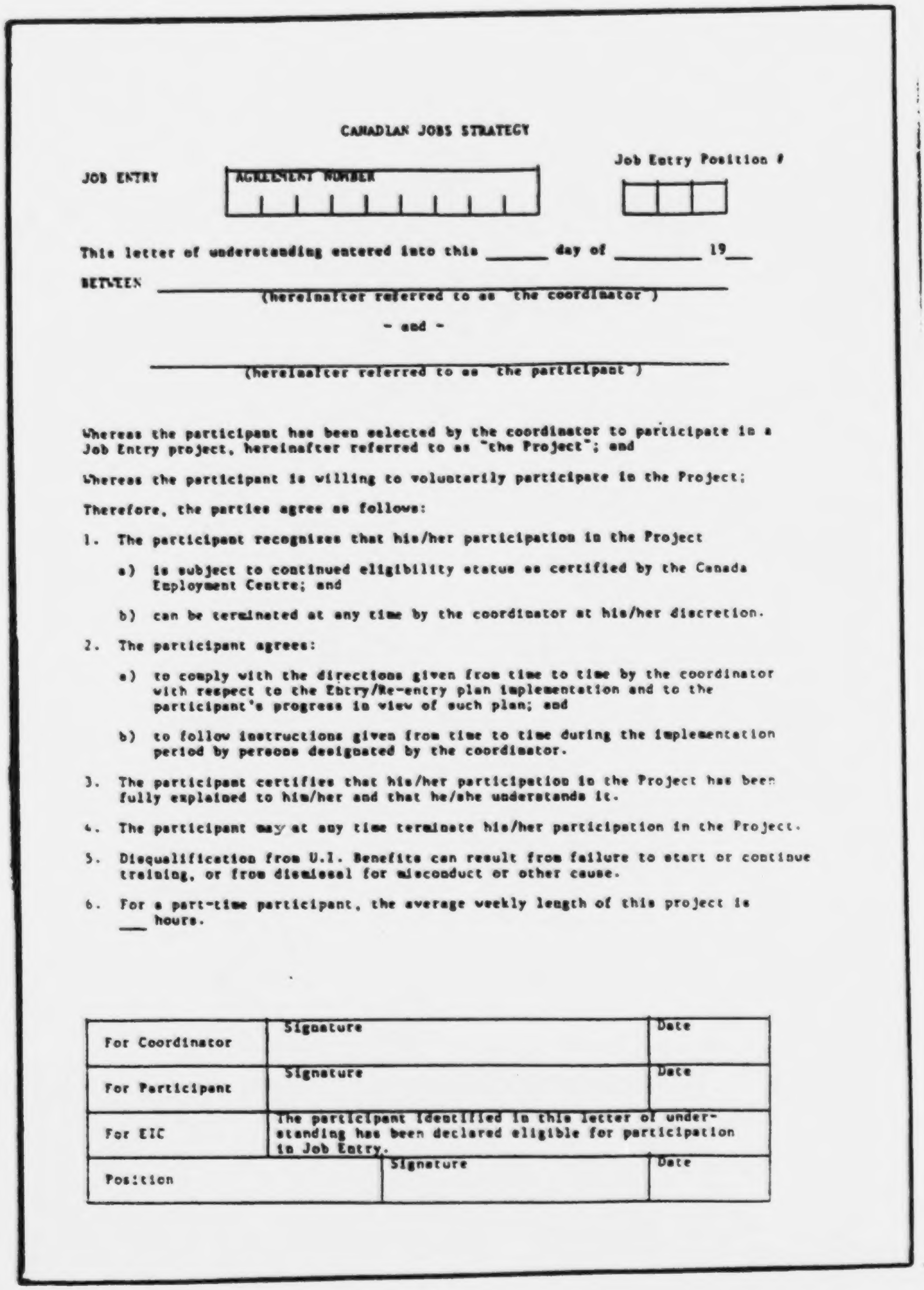
It is mandatory that persons sponsored by Manpower must file a claim for U.I.C. Benefits, if not already on claim.

I certify that the above information is correct and complete to the best of my knowledge

SIGNATURE: ______________________ DATE: ____________

Appendix M

Canadian Jobs Strategy Participant Agreement Form



CANADIAN JOBS STRATEGY

JOB ENTRY

AGREEMENT NUMBER

Job Entry Position #

This letter of understanding entered into this ______ day of _________ 19__

BETWEEN ____
(hereinafter referred to as "the coordinator")

- and -

____
(hereinafter referred to as "the participant")

Whereas the participant has been selected by the coordinator to participate in a Job Entry project, hereinafter referred to as "the Project"; and

Whereas the participant is willing to voluntarily participate in the Project;

Therefore, the parties agree as follows:

1. The participant recognizes that his/her participation in the Project
   - a) is subject to continued eligibility status as certified by the Canada Employment Centre; and
   - b) can be terminated at any time by the coordinator at his/her discretion.
2. The participant agrees:
   - a) to comply with the directions given from time to time by the coordinator with respect to the Entry/Re-entry plan implementation and to the participant's progress in view of such plan; and
   - b) to follow instructions given from time to time during the implementation period by persons designated by the coordinator.
3. The participant certifies that his/her participation in the Project has been fully explained to him/her and that he/she understands it.
4. The participant may at any time terminate his/her participation in the Project.
5. Disqualification from U.I. Benefits can result from failure to start or continue training, or from dismissal for misconduct or other cause.
6. For a part-time participant, the average weekly length of this project is ___ hours.

For Coordinator	Signature	Date
For Participant	Signature	Date
For EIC	The participant identified in this letter of understanding has been declared eligible for participation in Job Entry.	
Position	Signature	Date

Appendix N

Non-acceptance Letter

ILASPY
Rm. 115 Education Bldg.
University of Manitoba
October 2, 1985

Dear

Thank-you for your interest in the Integrated Literacy and Automotive Program for Youth. After careful consideration of the applications received, we have filled the thirty training positions.

We regret that we cannot accept you into the program at this time. However, we will keep your application on file. In the event that training positions become vacant in the next two months we will once again consider your application.

Sincerely,

Barbara Wynes
Program Co-ordinator

Appendix O

ILASPY Host Site Participants

A & A Auto Centre
3- 921 McLeod Ave.
Winnipeg, Manitoba

Aaroe Automatic Transmission
Edison & Rothesay
Winnipeg, Manitoba

Academy Service
545 Academy Rd.
Winipeg, Manitoba

Active Auto Centre Ltd.
361 Pandora W.
Transcona, Manitoba

Birchwood Subaru
2405 Pembina Highway
Winnipeg Manitoba

Burnett Automotive Repair Ltd.
1249-B Gateway Road
Winnipeg, Manitoba

Cann's Automobile Service Centre
1359 Spruce Street
Winnipeg, Manitoba

Careway Auto Service
565 Pembina Highway
Winnipeg, Manitoba

Carter Chevrolet-Oldsmobile Ltd.
647 Portage & Maryland
Winnipeg, Manitoba

Crescent Park Shell
1566 Pembina Highway
Winnipeg, Manitoba

Dakota Village Texaco
1109 St. Mary's Road
Winnipeg, Manitoba

Dawson Servicentre Ltd.
Lorette, Manitoba

Deer Lodge Automotive Centre
2001 Portage Avenue
Winnipeg, Manitoba

Dynamic Auto Services Ltd.
St. Mary's & Lennox
Winnipeg, Manitoba

Eastern Sales Ltd.
1905 Main Street
Winnipeg, Manitoba

Ed Vickar Community Chev. Olds. Ltd.
964 Regent Avenue West
Winnipeg, Manitoba

Edison Shell Service Ltd.
SE Edison & Rothesay
Winnipeg, Manitoba

Fletcher Bros. Gulf Service Centre
1080 McPhillips Steet
Winnipeg, Manitoba

Fort Richmond Gulf
220 Dalhousie Drive
Winnipeg, Manitoba

Glenwood Motors Ltd.
1 Hespeler Avenue
Winnipeg Manitoba

Grand Motors Ltd.
Main & Pritchard Avenue
Winnipeg, Manitoba

Grant Park Gulf Auto Centre
1216 Grant Avenue
Winnipeg, Manitoba

Grant Park Husky Auto Service
716 Waverley Street
Winnipeg, Manitoba

Great Plains Honda Ltd. Sales
255 Sherbrook Steet
Winnipeg, Manitoba

Hespeler Service Centre
87 Hespeler Avenue
Winnipeg, Manitoba

Holiday Chevrolet Oldsmobile Ltd.
3081 Portage Avenue
Winnipeg, Manitoba

Import Auto Service Ltd.
45 Trottier Bay
Winnipeg, Manitoba

Ken's Kar Klinic
576 Mountain
Winnipeg, Manitoba

Kern Park Shell Service
610 Kildare E.
Winnipeg, Manitoba

Latell Motors
1520 Notre Dame Avenue
Winnipeg, Manitoba

Midway Chrysler Plymouth Ltd.
730 Portage Avenue
Winnipeg, Manitoba

Phil's Auto Parts
1117 Fife
Winnipeg, Manitoba

Portage & Maryland Shell
710 Portage Avenue
Winnipeg, Manitoba

Prairie Remanufacturing Centre
420 Des Meurons Street
Winnipeg, Manitoba

Precision Automotive & Transmissions Ltd.
737 Gateway Road
Winnipeg, Manitoba

Regal Esso Service
NE St. Anne's & Regal
Winnipeg, Manitoba

Rick's Garage
Bay-2-1031 Springfield
Winnipeg, Manitoba

South End Auto Ltd.
1461 Waverley Street
Winnipeg, Manitoba

Sturgeon Creek Garage
2640 Portage Avenue
Winnipeg, Manitoba

Super Lube Brake Shop
1855 Pembina Highway
Winnipeg, Manitoba

Tara Mercury Sales Ltd.
750 Pembina Highway
Winnipeg Manitoba

Tom's Tuxedo Shell
2071 Corydon Avenue
Winnipeg, Manitoba

Westford Automotive & Alignment
1020 McPhillips Street
Winnipeg, Manitoba

Westhawk Motors Ltd.
2815 Pembina Highway
Winnipeg, Manitoba

Wilton Service
1114 Corydon Avenue
Winnipeg, Manitoba

Zirdum Service Ltd.
1880 Logan Avenue
Winnipeg, Manitoba

Appendix P

Canadian Jobs Strategy Host Site Participant Agreement

JOB ENTRY

AGREEMENT NUMBER

| | | | | | | | |

This AGREEMENT entered into this _____ day of ____________ 19__

BETWEEN: ____
(hereinafter referred to as "COORDINATOR")

- and -

____
(hereinafter referred to as "training place host")

Whereas the training place host is willing to provide training in the workplace to participants under JOB ENTRY;

Therefore, the parties agree as follows:

1. The training place host hereby undertakes
   a) to provide training to the participants in accordance with the Entry/Re-entry plan attached to this agreement;
   b) to provide a safe and supervised environment for the participant while under his/her supervision;
   c) to allow the participant to attend off-site activities during the training periods, as provided for under the attached Entry/Re-entry plan;
   d) to allow the representatives of the COORDINATOR and of Employment and Immigration Canada to visit his/her premises for the purposes of monitoring the progress of the training;
   e) to forthwith report to the COORDINATOR any unauthorized absence(s) of the participant(s) in excess of three days; and
   f) to provide evaluative comments to the COORDINATOR on participants' performance as required.
2. The training place host hereby declares that the presence of the participant(s) on the training place host's premises does not displace any employee(s) or replace any employee(s) on lay-off, waiting notice of recall, or absent as a result of a labour stoppage or dispute.
3. The COORDINATOR hereby declares
   a) that he/she has obtained Comprehensive General Liability Insurance with respect to the activities of the participant, and
   b) that the participant is covered by Workers' Compensation or, if not, by similar coverage provided by private insurance.
4. The training place host recognizes that
   a) the participants will receive a training allowance or if eligible U.I. benefits from E.I.C. during the whole period of their participation in the Project; and
   b) the participant(s) can be withdrawn by the COORDINATOR at any time from the training place host's premises.
5. The training place host can terminate this agreement with respect to any or all participants at any time upon notice in writing to the COORDINATOR.
6. The training place host hereby waives all action, claim or demand of whatever kind or nature that he/she may hereafter have against the COORDINATOR by reason of damages or personal injury, or both, as a result of or in any way arising out of this agreement.

Signature

Coordinator (Signature)	Date	Host (Signature)	Date

Appendix Q

Letter of Introduction: Trainee Host Site Interview

INTERVIEW INTRODUCTION

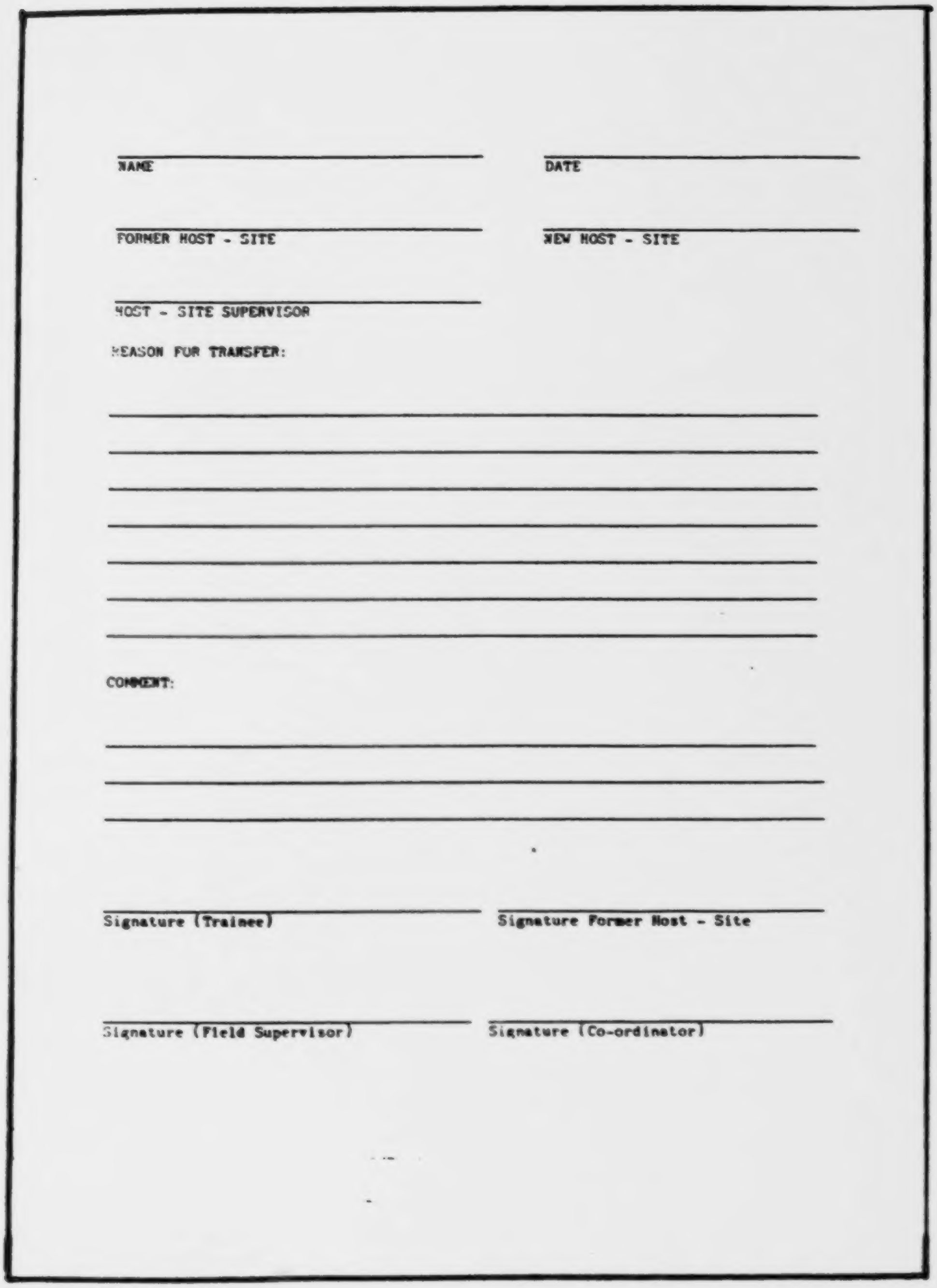
This note is to introduce ______________________________,
who is enrolled in the ILASPY - JOB ENTRY PROGRAM.
This person is interested in being a trainee at your business site.

____________________ ____________________________.

Please phone our office at 474-8461 to indicate acceptance/non-acceptance and/or to express any concerns you may have.

Appendix R

Transfer Form



NAME

DATE

FORMER HOST - SITE

NEW HOST - SITE

HOST - SITE SUPERVISOR

REASON FOR TRANSFER:

COMMENT:

Signature (Trainee)

Signature Former Host - Site

Signature (Field Supervisor)

Signature (Co-ordinator)

Appendix S

Initial Interim Report Form

TRAINEE ____________________

CO-ORDINATOR ____________________

SITE SUPERVISOR ____________________

PLACEMENT ____________________

DATE ____________________

The purpose of this form is to give trainees specific interim feedback and final evaluation regarding their performance on the job. Ratings and comments should be discussed with the person concerned.

PART A	NOT APPLICABLE	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY	COMMENTS
1. PERSONAL QUALITIES					
1.1 Initiative and enthusiasm					
1.2 Appearance and conduct (also mannerisms)					
1.3 Manner (poise, confidence, self-control)					
1.4 Sense of humor					
1.5 Maturity and judgement					
1.6 Verbal communication skills					
1.7 Written communication skills					
2. PROFRESSIONAL QUALITIES					
2.1 Dependability/reliability/punctuality					
2.2 Interpersonal relations with work staff					
2.3 Interpersonal relations with customers					
2.4 Acceptance of advice and criticism					
2.5 Takes pride in work					
3. GENERAL WORK BEHAVIORS					
3.1 Demonstrates knowledge/understand content					
3.2 Works in an organized fashion					
3.3 Uses tools and equipment appropriately					
3.4 Shows respect for company property					
3.5 Adheres to safe working procedures					
4. SPECIFIC WORK SKILLS					
4.1 Oil and lube					
4.2 Tires					
4.3 Suspension (shocks)					
4.4 Brakes					
4.5 Tune-ups					
4.6 Engine rebuild ____________					
4.7 Batteries					
4.8 Starters					
4.9 Alternators					
4.10 Cooling system					
4.11 Exhaust					
4.12 Drive Train					
4.13 Other ____________					

PART B

1. Strongest aspect of trainee performance.

2. Aspects of trainee performance most in need of improvement.

3. General comments.

4. Interim General Assessment:

☐ Satisfactory

☐ Unsatisfactory

5. Logbook completed:

☐ Yes

☐ No

Co-ordinator

Site Supervisor

Trainee

Date Discussed

Appendix T

Revised Interim Report Form

TRAINEE ______________________________

SUPERVISOR ______________________________

SITE SUPERVISOR ______________________________

PLACEMENT ______________________________

DATE ______________________________

The purpose of this form is to give trainees interim feedback ragarding their performance on the job. Ratings and comments should be discussed with the person concerned.

	NOT APPLICABLE	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY	COMMENTS
1. PROFESSIONAL QUALITIES					
1.1 Dependability/reliability/punctuality					
1.2 Interpersonal relations with work staff					
1.3 Interpersonal relations with customers					
1.4 Acceptance of advice and criticism					
1.5 Takes pride in work					
1.6 Adheres to safe working procedures					
2. SPECIFIC WORK SKILLS					
2.1 Oil and lube					
2.2 Tires					
2.3 Suspension (shocks)					
2.4 Brakes					
2.5 Tune-ups					
2.6 Engine rebuild ______________					
2.7 Batteries					
2.8 Starters					
2.9 Alternators					
2.10 Cooling system					
2.11 Exhaust					
2.12 Drive Train					
2.13 Other ______________					

3. Strongest aspect of trainee performance

4. Aspects of trainee performance most in need of improvement.

5. General comments.

6. Interim General Assessment:

______ Satisfactory

______

______ Unsatisfactory

______

7. Logbook completed:

YES	NO	Signed

____
Supervisor

____
Site Supervisor

____
Trainee

____
Date Discussed

Appendix U

Modified DACUM Report

BLOCK I - INTRODUCTION TO THE ILASFY PROGRAM

_______________ TRAINEE

FIELD EVALUATION

HOW WELL ACCOMPLISHED?

	IS THE TRAINEE ABLE TO?	CANNOT PERFORM	REQUIRES CONSTANT SUPERVISION	REQUIRES PERIODIC SUPERVISION	SATISFACTORY WITHOUT SUPERVISION	MASTERY
1.	Demonstrate ethical conduct through his/her interrelationship with fellow trainees, employees and customers?	( )	( )	( )	( )	( )
2.	Display appropriate employee conduct, speech and manner in relating to fellow employees and customers?	( )	( )	( )	( )	( )
	Display appropriate clothing, footwear, and grooming for the automotive trade?	( )	( )	( )	( )	( )
4.	Demonstrate a responsible work attitude by reporting to work on time and by adhering to work schedules?	( )	( )	( )	( )	( )
5.	Practice safety through the use of cleanliness, careful organized work practices, and safety practices?	( )	( )	( )	( )	( )
6.	Identify types of hand tools?	( )	( )	( )	( )	( )
7.	Use hand tools correctly?	( )	( )	( )	( )	( )
8.	Identify the appropriate power tools?	( )	( )	( )	( )	( )
9.	Use power tools and major repair equipment according to the manufacturer's instructions?	( )	( )	( )	( )	( )
10.	Select the correct measuring tools for repair jobs?	( )	( )	( )	( )	( )

	CANNOT PERFORM	REQUIRES CONSTANT SUPERVISION	REQUIRES PERIODIC SUPERVISION	SATISFACTORY WITHOUT SUPERVISION	MASTERY
11. Use precision measuring tools correctly?	( )	( )	( )	( )	( )
12. Interpret automotive specifications charts?	( )	( )	( )	( )	( )
13. Read and understand the instructions in automotive repair manuals and perform the repairs accordingly?	( )	( )	( )	( )	( )

COMMENTS:

Date

Instructor/Supervisor

BLOCK II - BUSINESS ORGANIZATION, RECORDS AND SHOP MANAGEMENT PROCEDURES

TRAINEE

FIELD EVALUATION

HOW WELL ACCOMPLISHED?

	IS THE TRAINEE ABLE TO:	CANNOT PERFORM	REQUIRES CONSTANT SUPERVISION	REQUIRES PERIODIC SUPERVISION	SATISFACTORY WITHOUT SUPERVISION	MASTERY
1.	Correctly organize and/or complete forms for office management?	( )	( )	( )	( )	( )
2.	Implement the procedures of building and maintaining good customer relations by:	( )	( )	( )	( )	( )
	- Greeting customers promptly and pleasantly?	( )	( )	( )	( )	( )
	- Use of a friendly and efficient telephone manners?	( )	( )	( )	( )	( )
	- Accurate diagnosis of problems?	( )	( )	( )	( )	( )
	- Preparation of well-written itemized cost estimates?	( )	( )	( )	( )	( )
	- Explanation of repair procedures?	( )	( )	( )	( )	( )
	- Adherence to training schedules?	( )	( )	( )	( )	( )
	- Effective and efficient work performance?	( )	( )	( )	( )	( )
	- Prompt service?	( )	( )	( )	( )	( )
	- Professional handling of grievances?	( )	( )	( )	( )	( )
	- Expression of appreciation?	( )	( )	( )	( )	( )
	- Maintenance of well-organized and clean shop and grounds?	( )	( )	( )	( )	( )
3.	Process customer credit cards for purchases?	( )	( )	( )	( )	( )
4.	Process approved credit accounts?	( )	( )	( )	( )	( )
5.	Process fleet accounts?	( )	( )	( )	( )	( )
6.	Process rental and lease accounts?	( )	( )	( )	( )	( )
7.	Process warranty forms?	( )	( )	( )	( )	( )

		CANNOT PERFORM	REQUIRES CONSTANT SUPERVISION	REQUIRES PERIODIC SUPERVISION	SATISFACTORY WITHOUT SUPERVISION	MASTERY
8.	Complete work order forms?	( )	( )	( )	( )	( )
9.	Use time cards correctly?	( )	( )	( )	( )	( )
10.	Complete parts requisition forms?	( )	( )	( )	( )	( )

COMMENTS:

Date

Instructor/Supervisor

BLOCK III - LIGHT SERVICE REPAIR

TRAINEE

FIELD EVALUATION

HOW WELL ACCOMPLISHED?

IS THE TRAINEE ABLE TO:	CANNOT PERFORM	REQUIRES CONSTANT SUPERVISION	REQUIRES PERIODIC SUPERVISION	SATISFACTORY WITHOUT SUPERVISION	MASTERY
1. Identify and correctly use oil classifications for oil change work?	( )	( )	( )	( )	( )
2. Identify and use the correct oil additive for service work?	( )	( )	( )	( )	( )
3. Choose the appropriate oil filter for service jobs?	( )	( )	( )	( )	( )
4. Use the appropriate grease and liquid lubricants in service jobs?	( )	( )	( )	( )	( )
5. Appropriately use special greases and liquid lubricants such as power steering, transmission and differential?	( )	( )	( )	( )	( )
6. Perform correctly the service procedures for P.C.V. systems?	( )	( )	( )	( )	( )
7. Follow the correct procedures in cooling system repair work:					
- replacing belts and hoses?	( )	( )	( )	( )	( )
- changing thermostats?	( )	( )	( )	( )	( )
- testing coolent?	( )	( )	( )	( )	( )
- flushing cooling systems?	( )	( )	( )	( )	( )
- pressure testing?	( )	( )	( )	( )	( )
- checking for leaks?	( )	( )	( )	( )	( )
8. Correctly remove, install and repair the passenger compartment heaters and block and circulating heaters?	( )	( )	( )	( )	( )
9. Service automotive batteries?	( )	( )	( )	( )	( )

	CANNOT PERFORM	REQUIRES CONSTANT SUPERVISION	REQUIRES PERIODIC SUPERVISION	SATISFACTORY WITHOUT SUPERVISION	MASTERY
10. Safely follow the procedures for testing, installing and boosting automotive batteries?	( )	( )	( )	( )	( )
11. Identify basic electrical systems?	( )	( )	( )	( )	( )
12. Diagnose and service minor electrical circuits?	( )	( )	( )	( )	( )

COMMENTS:

Date

Instructor/Supervisor

BLOCK IV - CHASSIS THEORY AND SERVICE

A. SUSPENSION SYSTEMS

____
TRAINEE

FIELD EVALUATION

HOW WELL ACCOMPLISHED?

IS THE TRAINEE ABLE TO:	CANNOT PERFORM	REQUIRES CONSTANT SUPERVISION	REQUIRES PERIODIC SUPERVISION	SATISFACTORY WITHOUT SUPERVISION	MASTERY
1. Identify the components of the suspension and their uses (frames, springs, McPherson Strut System, shocks, stabilizer arms, rear arm controls, torque arms, steering gear and linkage)?	( )	( )	( )	( )	( )
2. Identify and use the step-by-step adjustment procedures?	( )	( )	( )	( )	( )
3. Identify and use the following:					
- caster and camber adjusting tool?	( )	( )	( )	( )	( )
- toe-in adjusting wrench?	( )	( )	( )	( )	( )
- seal driver set?	( )	( )	( )	( )	( )
- ball joint removing tool?	( )	( )	( )	( )	( )
- toe-rod end removing tool?	( )	( )	( )	( )	( )
- Pitman arm removal tool?	( )	( )	( )	( )	( )
- dust cover remover?	( )	( )	( )	( )	( )
4. Perform and/or state prealignment checks:					
1) check tire size?	( )	( )	( )	( )	( )
2) check tire wear?	( )	( )	( )	( )	( )
3) correct all tire pressure?	( )	( )	( )	( )	( )
4) check tires for radial and lateral run-out?	( )	( )	( )	( )	( )
5) check automobiles for curb weight?	( )	( )	( )	( )	( )
6) check suspension condition (front and rear)?	( )	( )	( )	( )	( )
7) check steering linkage?	( )	( )	( )	( )	( )
8) lubricate all lubrication points on steering and suspension system?	( )	( )	( )	( )	( )

BLOCK IV - CHASSIS THEORY AND SERVICE

B. WHEELS AND TIRES

____
TRAINEE

FIELD EVALUATION

HOW WELL ACCOMPLISHED?

	IS THE TRAINEE ABLE TO:	CANNOT PERFORM	REQUIRES CONSTANT SUPERVISION	REQUIRES PERIODIC SUPERVISION	SATISFACTORY WITHOUT SUPERVISION	MASTERY
1.	Identify the stamped steel wheel and die-cast wheel?	( )	( )	( )	( )	( )
2.	Use a tire changer for removal of tires?	( )	( )	( )	( )	( )
3.	Check and install wheels using the correct sequence and torque specifications?	( )	( )	( )	( )	( )
4.	Follow the correct procedure for bearing inspection, maintenance, and adjustments?	( )	( )	( )	( )	( )
5.	Identify tube and tubeless tires and tire classifications?	( )	( )	( )	( )	( )
6.	Perform tire inflation pressure checks according to tire pressure specifications?	( )	( )	( )	( )	( )
7.	Inspect and rotate tires (bias ply and radial)?	( )	( )	( )	( )	( )
8.	Balance tires:					
	a) Achieve static and dynamic balance?	( )	( )	( )	( )	( )
	b) Identify wheel tromp and wheel shimmy?	( )	( )	( )	( )	( )
	c) Safe and correct use of floor jacks, jack stands, lug wrenches, and wheel balances?	( )	( )	( )	( )	( )

BLOCK IV - CHASSIS THEORY AND SERVICE

C. BRAKES

____
TRAINEE

FIELD EVALUATION

HOW WELL ACCOMPLISHED?

IS THE TRAINEE ABLE TO:	CANNOT PERFORM	REQUIRES CONSTANT SUPERVISION	REQUIRES PERIODIC SUPERVISION	SATISFACTORY WITHOUT SUPERVISION	MASTERY
1. Identify types of brake systems?	( )	( )	( )	( )	( )
2. Identify the parts of the mechanical brakes?	( )	( )	( )	( )	( )
3. Identify the hydraulic brake parts and systems?	( )	( )	( )	( )	( )
4. Identify the brake drum parts and systems?	( )	( )	( )	( )	( )
5. Identify the disc brake parts and systems?	( )	( )	( )	( )	( )
6. Identify vacuum operated and hydraulic operated power brake systems?	( )	( )	( )	( )	( )
7. Inspect and repair drum and disc brakes by:					
a) identifying drum and disc brake problems?	( )	( )	( )	( )	( )
b) performing drum and disc brake repairs?	( )	( )	( )	( )	( )
c) cleaning, packing and adjusting wheel bearings?	( )	( )	( )	( )	( )
d) following the correct procedure for measuring and machining drums and rotors?	( )	( )	( )	( )	( )
e) performing the correct operations for bleeding brakes?	( )	( )	( )	( )	( )
f) adjusting parking brakes?	( )	( )	( )	( )	( )
g) attaching wheels and torques to specifications in proper sequence?	( )	( )	( )	( )	( )
h) using and observing all safety procedures for repairing automotive brakes?	( )	( )	( )	( )	( )

BLOCK V - DRIVE TRAIN THEORY AND SERVICE

TRAINEE

FIELD EVALUATION

HOW WELL ACCOMPLISHED?

IS THE TRAINEE ABLE TO:	CANNOT PERFORM	REQUIRES CONSTANT SUPERVISION	REQUIRES PERIODIC SUPERVISION	SATISFACTORY WITHOUT SUPERVISION	MASTERY
1. Identify the clutch components?	( )	( )	( )	( )	( )
2. Diagnose clutch problems?	( )	( )	( )	( )	( )
3. Perform clutch adjustments?	( )	( )	( )	( )	( )
4. Inspect and repair the manual transmission?	( )	( )	( )	( )	( )
5. Repair the drive line and universal joint?	( )	( )	( )	( )	( )
6. Follow the correct procedure to diagnose and repair differentials?	( )	( )	( )	( )	( )

COMMENTS:

Date

Instructor/Supervisor

BLOCK VI - ENGINE DESIGN AND OPERATION

____
TRAINEE

FIELD EVALUATION

HOW WELL ACCOMPLISHED?

IS THE TRAINEE ABLE TO:	CANNOT PERFORM	REQUIRES CONSTANT SUPERVISION	REQUIRES PERIODIC SUPERVISION	SATISFACTORY WITHOUT SUPERVISION	MASTERY
1. Perform:					
a) valve timing?	( )	( )	( )	( )	( )
b) ignition timing?	( )	( )	( )	( )	( )
c) compression test?	( )	( )	( )	( )	( )
2. Arrange the firing order of engine cylinders?	( )	( )	( )	( )	( )
. Diagnose cooling system problems?	( )	( )	( )	( )	( )
4. Inspect, test, maintain and repair automotive cooling systems?	( )	( )	( )	( )	( )
5. Diagnose service and repair lubrication systems by:					
- checking oil level?	( )	( )	( )	( )	( )
- changing oil?	( )	( )	( )	( )	( )
- servicing oil pressure relief valve?	( )	( )	( )	( )	( )
- servicing crankcase ventilation valve?	( )	( )	( )	( )	( )
- changing oil filter?	( )	( )	( )	( )	( )
- servicing oil pump?	( )	( )	( )	( )	( )
- servicing oil pressure indicator?	( )	( )	( )	( )	( )

COMMENTS:

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Date

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Instructor/Supervisor

BLOCK VII - FUEL SYSTEMS

____
TRAINEE

FIELD EVALUATION

HOW WELL ACCOMPLISHED?

	IS THE TRAINEE ABLE TO:	CANNOT PERFORM	REQUIRES CONSTANT SUPERVISION	REQUIRES PERIODIC SUPERVISION	SATISFACTORY WITHOUT SUPERVISION	MASTERY
1.	Diagnose various carburetor related problems?	( )	( )	( )	( )	( )
2.	a) Service and overhaul carburetors?	( )	( )	( )	( )	( )
	b) Perform the following fuel system services:					
	- volume and pressure testing a fuel pump?	( )	( )	( )	( )	( )
	- remove and replace a fuel pump?	( )	( )	( )	( )	( )
	- service an air cleaner?	( )	( )	( )	( )	( )
	- remove and replace a carburetor?	( )	( )	( )	( )	( )
	- adjust a carburetor?	( )	( )	( )	( )	( )
3.	Identify and describe the construction and operation of the components of the exhaust system?	( )	( )	( )	( )	( )
4.	Service, repair and replace these components:					
	- manifold heat control valve?	( )	( )	( )	( )	( )
	- exhaust manifold?	( )	( )	( )	( )	( )
	- exhaust pipe?	( )	( )	( )	( )	( )
	- muffler?	( )	( )	( )	( )	( )
	- cross-over pipe?	( )	( )	( )	( )	( )
	- tail pipe?	( )	( )	( )	( )	( )
	- pipe hangers and clamps?	( )	( )	( )	( )	( )

COMMENTS:

BLOCK VIII - ELECTRICAL SYSTEMS

TRAINEE

FIELD EVALUATION

HOW WELL ACCOMPLISHED?

	IS THE TRAINEE ABLE TO:	CANNOT PERFORM	REQUIRES CONSTANT SUPERVISION	REQUIRES PERIODIC SUPERVISION	SATISFACTORY WITHOUT SUPERVISION	MASTERY
1.	Measure electricity by use of the voltmeter, ammeter and ohmmeter?	( )	( )	( )	( )	( )
2.	Identify and describe series circuits, parallel circuits and series parallel circuits?	( )	( )	( )	( )	( )
3.	Select and use the correct fuse for electrical circuits?	( )	( )	( )	( )	( )
4.	Perform starter tests and service procedures:					
	- load test a starter?	( )	( )	( )	( )	( )
	- load test batteries?	( )	( )	( )	( )	( )
	- test start wire systems and components?	( )	( )	( )	( )	( )
	- clean and service battery connectors?	( )	( )	( )	( )	( )
5.	Test and service an alternator:					
	- test and diagnose charging systems?	( )	( )	( )	( )	( )
	- test alternator and regulator?	( )	( )	( )	( )	( )
	- perform charging system repairs?	( )	( )	( )	( )	( )
6.	Diagnose and service ignition problems:					
	a) identify problems in the conventional ignition?	( )	( )	( )	( )	( )
	b) follow the correct repair procedure?	( )	( )	( )	( )	( )
	c) identify problems in the electronic ignition?	( )	( )	( )	( )	( )
	d) follow the correct repair procedure?	( )	( )	( )	( )	( )

BLOCK I - INTRODUCTION TO THE ILASPY PROGRAM

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TRAINEE

EVALUATION OF THEORY

HOW WELL ACCOMPLISHED?

	IS THE TRAINEE ABLE TO:	NOT APPLICABLE	NEEDS IMPROVEMENT	SATISFACTORY	PROFICIENT
1.	Recognize the relationship between career and employment opportunities and the ILASPY program?	( )	( )	( )	( )
2.	Explain the importance of ethics in the automotive trade?	( )	( )	( )	( )
3.	List the requirements for appropriate employee conduct, speech and manner?	( )	( )	( )	( )
4.	Explain the importance of a neat personal appearance as a reflection of a responsible employee?	( )	( )	( )	( )
5.	Understand the importance of routine, cleanliness, organization, safety rules, and adherence to safety practices?	( )	( )	( )	( )

COMMENTS:

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Date

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Instructor/Supervisor

BLOCK II - BUSINESS ORGANIZATION, RECORDS AND SHOP MANAGEMENT PROCEDURES

TRAINEE

EVALUATION OF THEORY

HOW WELL ACCOMPLISHED?

	IS THE TRAINEE ABLE TO:	NOT APPLICABLE	NEEDS IMPROVEMENT	SATISFACTORY	PROFICIENT
1.	Indicate shop management activities pertinent to the automotive repair?	( )	( )	( )	( )
2.	Indicate office management functions in the operation of a business?	( )	( )	( )	( )
3.	Indicate the procedures related to office management functions?	( )	( )	( )	( )
4.	Identify and explain the importance of customer relations?	( )	( )	( )	( )
5.	Indicate the ways of building and maintaining good customer relations?	( )	( )	( )	( )
6.	Explain the operation of a franchise and its advantages and disadvantages?	( )	( )	( )	( )
7.	Locate and research trade employment opportunities that are automotive related?	( )	( )	( )	( )
8.	Understand the Worker's Compensation Act?	( )	( )	( )	( )
9.	Complete a Worker's Compensation Claim Form?	( )	( )	( )	( )
10.	Explain how the credit card system works?	( )	( )	( )	( )
11.	Explain how the system of approved credit accounts functions?	( )	( )	( )	( )
12.	Explain how the system of fleet accounts functions?	( )	( )	( )	( )

BLOCK III - LIGHT SERVICE REPAIR

TRAINEE

EVALUATION OF THEORY

HOW WELL ACCOMPLISHED?

	IS THE TRAINEE ABLE TO:	NOT APPLICABLE	NEEDS IMPROVEMENT	SATISFACTORY	PROFICIENT
1.	Define and recognize different kinds of fuels?	( )	( )	( )	( )
2.	Identify the source, grades and octane rating of gasoline?	( )	( )	( )	( )
3.	Describe the major factors governing performance characteristics?	( )	( )	( )	( )
4.	Indicate the relationship between the ratings and the burning rate?	( )	( )	( )	( )
5.	Describe the many functions that motor oils must perform?	( )	( )	( )	( )
6.	Identify the types and the purpose of oil filter systems?	( )	( )	( )	( )
7.	Identify and define the function of the components of the cooling system?	( )	( )	( )	( )
8.	Explain and compare the basic types of heaters and their purpose?	( )	( )	( )	( )
9.	Identify basic electrical systems on diagrams?	( )	( )	( )	( )

COMMENTS:

Date

Instructor/Supervisor

BLOCK IV - CHASSIS THEORY AND SERVICE

A. SUSPENSION SYSTEMS

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TRAINEE

EVALUATION OF THEORY

HOW WELL ACCOMPLISHED?

	IS THE TRAINEE ABLE TO:	NOT APPLICABLE	NEEDS IMPROVEMENT	SATISFACTORY	PROFICIENT
1.	Explain the purpose of suspension systems?	( )	( )	( )	( )
2.	Identify the components of the suspension system and their uses?	( )	( )	( )	( )
3.	Explain the importance of front and rear wheel alignments?	( )	( )	( )	( )
4.	Explain the steering geometry by explaining such terms as camber, caster, steering axis inclination, toe-in and toe-out on turns?	( )	( )	( )	( )

COMMENTS:

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Date

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Instructor/Supervisor

BLOCK IV - CHASSIS THEORY AND SERVICE
B. WHEELS AND TIRES

TRAINEE

EVALUATION OF THEORY

HOW WELL ACCOMPLISHED?

	IS THE TRAINEE ABLE TO:	NOT APPLICABLE	NEEDS IMPROVEMENT	SATISFACTORY	PROFICIENT
1.	Explain types, designs and construction of wheels?	( )	( )	( )	( )
2.	List and discuss the basic functions of tires?	( )	( )	( )	( )
3.	Explain the types and specifications of tires?	( )	( )	( )	( )

COMMENTS:

Date

Instructor/Supervisor

BLOCK IV - CHASSIS THEORY AND SERVICE

C. BRAKES

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TRAINEE

EVALUATION OF THEORY

HOW WELL ACCOMPLISHED?

IS THE TRAINEE ABLE TO:	NOT APPLICABLE	NEEDS IMPROVEMENT	SATISFACTORY	PROFICIENT
1. Identify types of brakes and the advantages and uses of each?	( )	( )	( )	( )
2. Identify the purpose and principles of brake operation?	( )	( )	( )	( )
3. Identify and explain the purpose of the mechanical brake parts and systems?	( )	( )	( )	( )
4. Identify and explain the purpose of the hydraulic brake parts and systems?	( )	( )	( )	( )
5. Identify and explain the purpose of the drum brake parts and systems?	( )	( )	( )	( )
6. Identify and explain the purpose of the disc brake parts and systems?	( )	( )	( )	( )
7. Explain the purpose and operation of those systems?	( )	( )	( )	( )

COMMENTS:

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Date

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Instructor/Supervisor

BLOCK V - DRIVE TRAIN THEORY AND SERVICE

TRAINEE

EVALUATION OF THEORY

HOW WELL ACCOMPLISHED?

	IS THE TRAINEE ABLE TO:	NOT APPLICABLE	NEEDS IMPROVEMENT	SATISFACTORY	PROFICIENT
1.	Define and explain the purpose of the clutch?	( )	( )	( )	( )
2.	Explain the purpose, construction and operation of manual transmissions?	( )	( )	( )	( )
3.	Recognize the components of a manual transmission?	( )	( )	( )	( )
4.	Identify the components of the drive line and explain the function?	( )	( )	( )	( )
5.	Recognize the types of drive shafts and universal joints?	( )	( )	( )	( )
6.	Define and explain the purpose of the final drive and differentials and identify the components?	( )	( )	( )	( )
7.	Identify non-slip and conventional differentials and explain how they work?	( )	( )	( )	( )

COMMENTS:

Date

Instructor/Supervisor

BLOCK VI - ENGINE DESIGN AND OPERATION

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TRAINEE

EVALUATION OF THEORY

HOW WELL ACCOMPLISHED?

IS THE TRAINEE ABLE TO:	NOT APPLICABLE	NEEDS IMPROVEMENT	SATISFACTORY	PROFICIENT
1. Explain the construction and operation of the four-stroke and two-stroke cycle engine?	( )	( )	( )	( )
2. Identify the automotive engine system?	( )	( )	( )	( )
3. Identify engines by various classification methods?	( )	( )	( )	( )
4. Establish engine measurements and measure the cylinder bore, stoke and displacement?	( )	( )	( )	( )
5. Solve various engine measurement problems: force, work, energy, power and torque?	( )	( )	( )	( )
6. Explain purpose, types and components of the cooling system?	( )	( )	( )	( )
7. Identify the function of the lubrication system?	( )	( )	( )	( )
8. Identify types of lubrication systems and their components?	( )	( )	( )	( )
9. Explain the operation of lubrication systems?	( )	( )	( )	( )

COMMENTS:

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Date

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Instructor/Supervisor

BLOCK VII - FUEL SYSTEMS

TRAINEE

EVALUATION OF THEORY

HOW WELL ACCOMPLISHED?

IS THE TRAINEE ABLE TO:	NOT APPLICABLE	NEEDS IMPROVEMENT	SATISFACTORY	PROFICIENT
1. Explain how carburetors work?	( )	( )	( )	( )
2. Describe and identify the systems (circuits) of a fixed-venturi carburetor system?	( )	( )	( )	( )
3. Explain the purpose of the exhaust system?	( )	( )	( )	( )

COMMENTS:

Date

Instructor/Supervisor

BLOCK VIII - ELECTRICAL SYSTEMS

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TRAINEE

EVALUATION OF THEORY

HOW WELL ACCOMPLISHED?

	IS THE TRAINEE ABLE TO:	NOT APPLICABLE	NEEDS IMPROVEMENT	SATISFACTORY	PROFICIENT
1.	Define electricity and electrical current?	( )	( )	( )	( )
2.	Explain the relationship between electricity and magnetism?	( )	( )	( )	( )
3.	Define measurement and identify measuring devices that indicate the pressure of electricity?	( )	( )	( )	( )
4.	Recognize measurement standards?	( )	( )	( )	( )
5.	Explain such terms as voltage, current, and resistance and recognize their corresponding letter symbols?	( )	( )	( )	( )
6.	Identify and define the basic units of measurement used to measure voltage, current and resistance?	( )	( )	( )	( )
7.	Use Ohm's Law in solving problems?	( )	( )	( )	( )
8.	Design, draw and build simple electrical circuits?	( )	( )	( )	( )
9.	Identify and describe series circuits, parallel circuits and series parallel circuits?	( )	( )	( )	( )
10.	Identify and explain conductors, semi-conductors, and insulators?	( )	( )	( )	( )
11.	Define current and identify methods of generating alternating current?	( )	( )	( )	( )
12.	Identify the differences between AC and DC currents?	( )	( )	( )	( )

Appendix V

Withdrawal Form

NAME ____________________ **HOST SITE SUPERVISOR** ____________________

HOST SITE ____________________ **DATE LAST WORKED** ____________________

REASON FOR WITHDRAWING FROM THE PROGRAM:

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____

What parts of the program were of most value to you?

____

____

Will/did training you received in the ILASPY Program help you get a job? In what way?

____

____

____

____

What suggestions do you have for improving the program in the future?

____

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____________________ ____________________

Date **Signature(Trainee)**

____

Signature (Co-odinator)

	NOT APPLICABLE	NEEDS IMPROVEMENT	SATISFACTORY	PROFICIENT
13. Explain the purpose, construction and operating principles of the starting motor?	( )	( )	( )	( )
14. Identify and explain the operation and construction of the components of the starting system?	( )	( )	( )	( )
15. Explain the purpose of the charging system?	( )	( )	( )	( )
16. Identify and explain the function of the charging system components?	( )	( )	( )	( )
17. Identify the components of the conventional ignition system and their functions?	( )	( )	( )	( )
18. Identify, describe and explain the operation of the electronic ignition system?	( )	( )	( )	( )

COMMENTS:

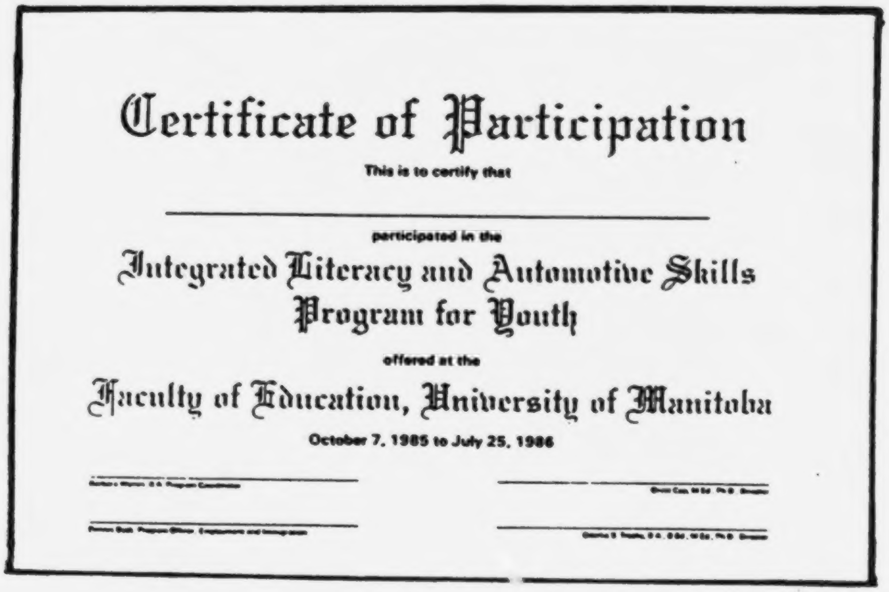
Date

Instructor/Supervisor

Appendix W

Certificate of Participation

Certificate of Appreciation



Certificate of Participation

This is to certify that

____

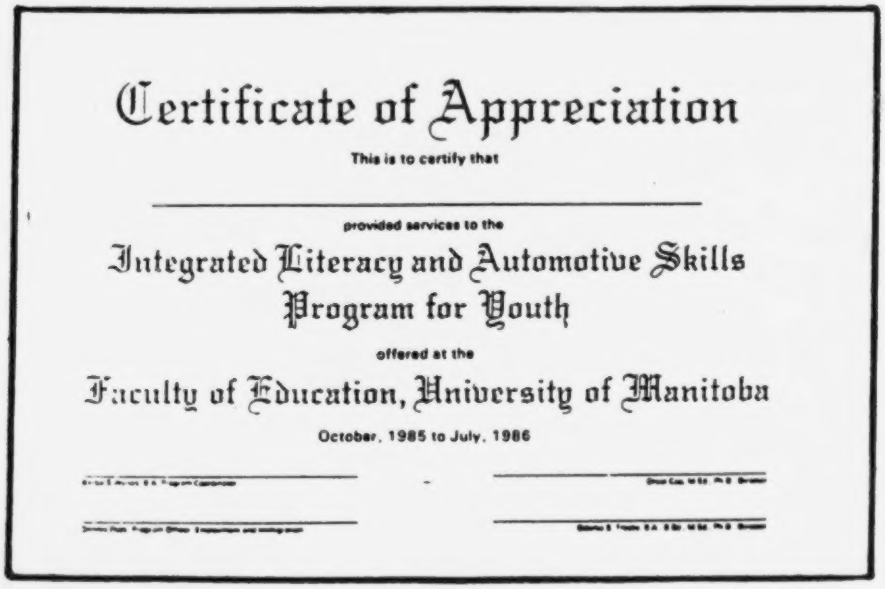
participated in the

Integrated Literacy and Automotive Skills
Program for Youth

offered at the

Faculty of Education, University of Manitoba

October 7, 1985 to July 25, 1986



Certificate of Appreciation

This is to certify that

____

provided services to the

Integrated Literacy and Automotive Skills
Program for Youth

offered at the

Faculty of Education, University of Manitoba

October, 1985 to July, 1986